

Closing the EAL Gap: Supporting EAL Learners  
in School. Devon 25th November 2021

# Raising the Achievement of EAL Learners – Practical Solutions

## Stuart Scott

Link to Powerpoint in pdf:  
[www.collaborativelearning.org/devon.pdf](http://www.collaborativelearning.org/devon.pdf)

Link to illustrated transcript of presentation in pdf:  
[www.collaborativelearning.org/clppracticalsolutions.pdf](http://www.collaborativelearning.org/clppracticalsolutions.pdf)  
Links to all the activities mentioned are embedded in the document!

DFE definition: All pupils that  
speak a language in addition to  
English at home. This is a very  
diverse group!

The Teachers' Standards (2012) state  
that it is the responsibility of all  
teachers, whatever their subject, to  
"adapt their teaching to the strengths  
and needs of all pupils" including those  
with EAL.  
Ruth Wilson

Our workshop should be interactive  
"Normally" our workshops emphasise  
interaction between participants  
because interaction is key to effective  
EAL support...

We also strongly believe that  
interaction between teachers improves  
the effectiveness of professional  
development,  
"Two teachers planning together are more than twice  
as good!"  
We supported a Devon EAL network  
over twenty/thirty years ago!

So to get the most out of this workshop  
please: Try out the suggested activities  
with a colleague within a week. Plan an  
activity with a colleague for your pupils  
and share with colleagues.

The good news: There is strong reliable  
research over a long period that  
language conscious teaching is good  
for all pupils. Everything you do to  
improve learning for EAL pupils will  
improve learning for every other pupil  
in the school.

Note: there is a well established tradition of support  
among EAL teachers online for specific queries.

When you attend a virtual presentation, I am afraid that you have to exercise more imagination than would happen in a real live workshop. Apparently virtual training is much more tiring than real training, even though you can switch off your video and nip out to make a cup of tea. I have tried to make this experience a little less exhausting by providing you with an illustrated transcript containing links to all the resources mentioned in addition to a powerpoint. You will be able to return to this later and you are very welcome to use anything here to share with your colleagues.

Imagine you are an Ofsted inspector, very knowledgeable about EAL practice!, visiting a Year 3 class who are studying the Vikings. Any observer in a class has conflicting aims. They want to be near enough to hear and see as much as possible, but at the same time they, we hope, don't want their presence to influence or cancel the conversations taking place. I will be encouraging you to practice this 'near enough and not too near hovering' virtually invisible

### Viking Introduce Me

**Althing**



Vikings meet every year at the Althing to solve problems and make decisions. This is the Althing of Thingvellir in Iceland.

**Bees**



**Beserker**



I am a mad fighter. I get so angry that I fear nothing and even bite my shield.

A set of information cards about artefacts, people and animals which can be used in a variety of ways.

Any extra research by the children can add to these.

observation/listening practice, since it is vital for successful formative assessment. You must constantly decide whether you have created the best environment for acquiring quality talk and rich vocabulary and whether you may need to put in place explicit teaching of particular language items which are being used incorrectly.

In order to succeed as multilingual speakers, EAL learners need to feel secure, have confident social relations with their peers, plus frequent, repetitive, engaging and varied encounters with the language of the subjects they are studying. They need frequent

What constitutes an EAL Friendly Language Conscious classroom?



- Social Relations - empowerment
- Language – exploratory talk
- Learning – curriculum access

opportunities to orally present ideas to others and listen to others presenting to them. They need time for sustained shared thinking. They need time to listen without the pressure of having to respond immediately, but any responses they do produce need to be heard and respected.

The class you are a virtual presence in are studying the Vikings. Everyone, including a new arrival, has received a card, which contains a picture and a short description of someone or something with Viking connections. Everyone's card is different.

**Comb**

Both Viking men and women have long hair so they need a good comb like me. I am made of deer antler. I keep lice away.

The cards have coloured dots on them. Each set of four cards has the same colour. The first thing each child has to do is find one other person with the same coloured dot as them.



I am a byrding: a small cargo boat. I am light to carry and can float in very shallow water in rivers. Vikings use me to trade between the homelands and the Black Sea. I carry light valuable cargoes. I take amber and furs south and bring spices north.

This is a familiar task for them. They first were shown how it was done by a small group of Year 6s, who then went on to demonstrate the complete task.

They have to study their card and take on the role of the artefact illustrated. They have to then present themselves in

role to the other person, who has to then do the same to them. They have been encouraged to try to become card independent and use their own words for the presentations.

When they have finished presenting to each other they need to find two other people who have the same coloured dots on their cards so they become a group of four. At this stage the presentations change. Child A who is a bone comb has to present their first partner, Child B, who is a byrthing to C and D. and vice versa. Four children end up finding out about four different Viking artefacts.

What happens next depends very much upon the teacher's knowledge of their progress culled from observation and listening in. Groups of four may be invited to present to the whole class or another group of four. Children may be invited to move to tables where they might meet artefacts that are similar. So the byrthing will join the carved figurehead, the great wagon and the knarr

on the transport/travel table, while the skyr, the bees, the dried fish and the barley will go to the Viking food table.

Each table might need to provide questions for their artefacts or research answers to questions they already have. We hope the initial scaffolded role play will lead to sustained shared thinking full of opportunities to share across the class.

Every child will encounter a rich new vocabulary supported by pictures. Each child will have the chance to present confidently and personally to large and small groups. Everyone will need to listen to everyone else because everyone has unique information.

Of course this way of working does not go smoothly to begin with. It relies on good social/ curriculum relationships within the class. It works better if the whole school is doing a little of it everywhere rather than a few doing it a lot. It works best when staff planning is done jointly and when from

time to time there is an opportunity to work together within the classroom.

This is like the partnership model for staff development, which I was involved with what seems a very long time ago. The class/subject teacher planned with the EAL teacher and they jointly (for a short time) worked in the class enabling and assessing progress. The final stage was running training for the rest of the school. The case studies in Robert Sharples new book "Teaching EAL: Evidence based Strategies for Classroom and School" tell us that some schools are still working in this way particularly in areas where there is strategic support at LEA level. I remember Devon was very active in developing resources at the time.

Let's go back to our virtual classroom. The child who has just arrived also receives a card, which is maybe something the teacher knows will be a familiar object. The teacher has arranged in advance with a child who has agreed to be a

buddy for this activity. The child is first welcomed by the pair and is able to listen to a conversation well supported by pictures, repetition and vocabulary new to everybody. EAL learners need regular short opportunities to 'float in a sea of talk' where they can listen without being forced to participate. When the group grows to five. a lot of the language is repeated in a variety of different contexts by different voices. When the class goes on to do more research the new child understands what is being learned and is in a strong position to begin to contribute to the learning while picking up a lot of language..

## Sheep



We are tough sheep with long coats.  
Vikings use our meat, our wool and  
our milk.

## Lev Vygotsky



The joint construction of new knowledge is a social process

## Balancing the needs of EAL learners

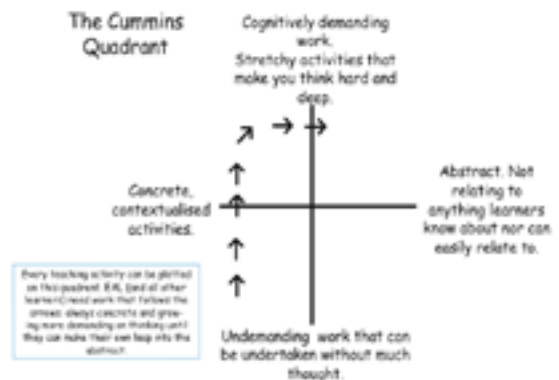
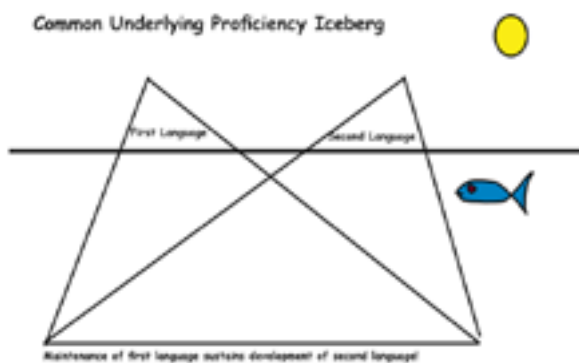


### Whole class discussion: example 1

Teacher: OK. Looking at the text now I want you please to tell me what tense the first paragraph is in.  
 Girl: The past tense.  
 Teacher: Yes it's in the past tense. How do you know it's in the past tense?  
 Girl: Because it says August 1990.  
 Teacher: You know by the date it's in the past tense, but you know by something else you know, you know by the doing words in the text that change. What's a doing word? What do we call a doing word David?  
 David: A verb.  
 Teacher: A verb good. Will you give me one verb please out of this first paragraph. Find one verb in this paragraph. Stephen?  
 Stephen: Rescued.  
 Teacher: Rescued, excellent, excellent and that's in the past tense. (Hardman, 2007)

### Whole class discussion: example 2

Teacher: Who has a question?  
 Susan: How many spiders can fit in a cage?  
 Reggie: It didn't tell.  
 Susan: Yes it did.  
 Justin: Reggie doesn't think it told us.  
 Susan: Charlie?  
 Charlie: About ten or so.  
 Susan: Mara?  
 Mara: Ten to twenty.  
 Teacher: Ten to twenty. Daryl...what question would you ask?  
 Daryl: If you came by and looked, if you looked in the Daddy Long Legs cage, what would the Daddy-long-legs do? Justin?



Useful visual representations of the ideas presented in the text.

Our collaborative learning strategies are carefully planned structures that generate predictable and purposeful talk, while at the same time providing an environment where unpredictable and tentative talk can also flourish. For instance, after children have heard the story "The Village that Vanished" read to them, they might be given the task of reminding themselves about what they have just heard by sorting a series of sentences which summarise the main events in an activity devised by Steve Cooke.

At one level the talk generated is transactional.

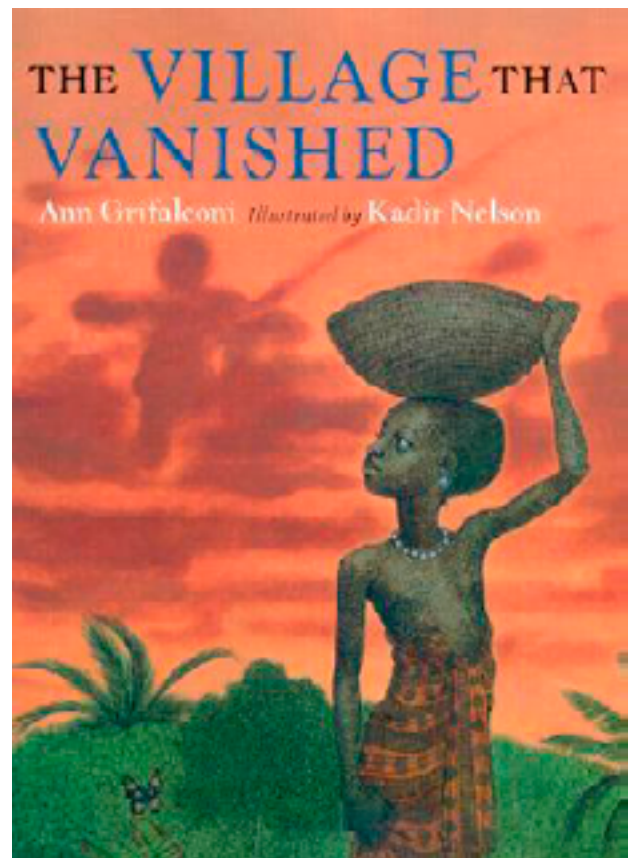
"I think that sentence comes third."

"No, it comes fourth."

"I think they buried their cooking pots before they took their houses apart"

"Does it go there or later?" etc.

This kind of transactional talk is often repetitive; going over the same content in a variety of different ways generating examples of questioning that invite participation. The fact that the sentences are on card and can be manipulated increases the opportunities for



[www.collaborativelearning.org/villagethatvanished.pdf](http://www.collaborativelearning.org/villagethatvanished.pdf)

participation. Conversation like this in an understandable "concrete" context really benefits children new to English listening in. It is an invitation to move cards and make a point much sooner.

Within the same conversation some children will be working at a 'higher' level – maybe questioning, hypothesising and clarifying:

"Why didn't they take their cooking pots with them?"

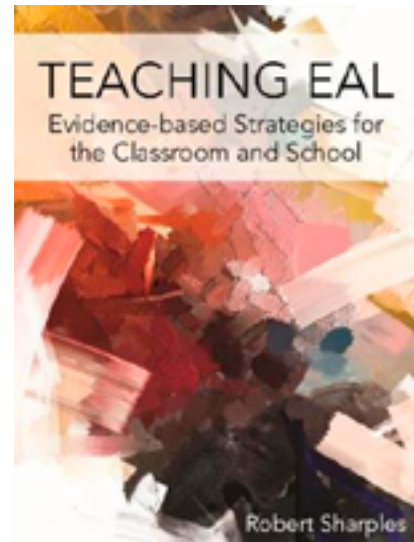
"Maybe they could not carry them across the river safely."

These kinds of conversations

may not be so predictable. They push children into exploring new ideas using new language. So EAL learners have the opportunity to encounter new vocabulary and new structures.

It could be argued that in a collaborative learning environment EAL learners have the opportunity both to learn and acquire English almost simultaneously. Robert Sharples in his new book, "Teaching EAL",\* provides an excellent gloss on these complementary ways of developing fluent English: 'learning' means introducing more language conscious explicit content based on local assessment; whereas 'acquiring' takes place in a structured group talk environment which creates a rich sea of talk.

To a greater or lesser degree language conscious planners of collaborative activities decide to provide learning practice in particular identified language structures. Let's take a look at "If Animals" (made in Wales in Wrexham by a creative, lively EAL service which is sadly



\*Teaching EAL: Evidence based Strategies for the Classroom and School  
Multilingual Matters

The strength of this book lies in how well it is organised. Its short chapters clarify and summarise each useful strategy and there are lots of pointers to further reading and links to resources.

EAL teachers are good at supporting each other and sharing good practice. This book is a very handy "map" to discover a wealth of support.

I have written a review of the book for NATE and when it is published in March 2022 I'll post a link here.

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no more) which provides a lot of opportunity to hear a lot of:

If it has...  
If it is...  
If it lives...  
If it builds...  
If it eats..  
etc.



a spider



This activity asks children to take turns to pick up an animal card and an "If" card with an incentive of collecting counters.

However at the same time the activity provides masses of subject specific vocabulary: scales, beaks, talons, amphibian etc. etc. the meanings of which will be supported by picture cards and it is very likely to provoke questioning group discussion:

"What are talons?"

"What is a producer?"

"How does an animal without lungs breathe?"

As I mentioned earlier, teachers have the opportunity when monitoring these kinds of classroom interactions to be in a very good position to hold back, hover, listen at an unobtrusive distance, check engagement, take notes on the quality of individual contributions or make thoughtful interventions if necessary to answer tricky questions or clarify mini confusions. When you are fortunate enough to have an extra colleague with you, then



a vulture

If it lives in water, collect 1 counter.

If it has a shell, collect 2 counters.

If it is a bird, collect 1 counter.

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the conversations that arise in joint observation can really help you assess progress and devise new ways to promote future interactions. Formative and summative assessment!

I remember an event very clearly, when, a very long time ago, we were testing out our first tentative collaborative activities. Our children were studying the Inuit and the Arctic. They had animal picture cards, which needed to be sorted on a Venn diagram: animals that live all the time in the Arctic, animals that never live in the Arctic and animals that travelled between the Arctic and warmer regions.

In a group of four eleven year olds there was a child who had just arrived in the class and the country. She watched the children move the animal cards; she listened to the other children. Her eyes darted to and fro. After a while she picked up a card from the "only Arctic" pile and moved it to the centre of the Venn nodding, pointing and smiling. The other children then discussed the move and after a while agreed with her. The newcomer had understood the context from the clues in the visual, tactile representation of the idea and within this supportive group had the confidence to put forward an opinion long before confident language use had developed.

The "Village that Vanished" activity involves sorting and sequencing in order to revisit and remember the events in a story. Many EAL friendly activities are planned by breaking down the content and devising a way in which it can, through joint decision-making, be built up again. Transactional language and vocabulary rich language jostle together.



Let's take a look at our 'Bears in the Night' activity. This is based on a well tried and tested Scholastic book that goes in and out of print. You can find lots of examples of it being read to children on the net. The bears travel on a long complicated route that involve every preposition, until they are frightened by an owl's 'Whooo!' This sends them rapidly back to bed by the same route.



out of bed



out the window



back in bed



between the rocks



up spook hill



A small selection of prepositional events

We took the book apart (in fact it was our only copy and falling apart!) and produced sets of cards: some with and some without text and other cards with text alone for matching and sequencing.

Our aim was to create a resource that encouraged children to develop ownership of the story and tell it in their own words and language to each other.

There is plenty of opportunity here for discussion about what happens before and after; plenty of opportunity to play pairs games with different sets of cards. We have also provided pictures for cutting out and turning into storyprops/finger puppets so that in role children can tell the story to each other.

This activity was planned for a setting where children could freely choose to return to the card activities after they had listened to the story. The only missing item here is one of our track games. There are lots of examples from other stories in the CLP Early Years section.

We have also devised a little booklet on making track games with different degrees of difficulty.

## Track Games in the Early Years



One of the most important features of Early Years education is to develop and nurture autonomy and independence. In many ways our activities preserve that autonomy for older children.

It's important to mention our parents' workshops here. Making storyprops and games is a brilliant stress free way to persuade parents of EAL children to come into school to make things that will raise the profile of talk in all the languages of the children. Knitting and sewing workshops can be very empowering since the expertise often rests more with the parents.

Our mini books (we even have a mini book on making mini books!) are very popular too. Children are able to produce alternative shorter versions of favourite books which can become a prop for telling more complicated versions of the stories.



[www.collaborativelearning.org/runawaypea.pdf](http://www.collaborativelearning.org/runawaypea.pdf)

These sessions often provide a busy environment where parents may feel confident to discuss other concerning issues in their language of choice.



Where there is a scheme for books to go home, we have included games and props, since in many cases parents may not be able to read a book in English, but they can listen to a story told by their child in role as a pea or any other exciting book character.



The sharing of games with parents provide opportunities for developing new activities. We would suggest that this might be a good way into making your own activities. We think that unless you have made and tried out a collaborative activity of your

own you may remain tentative about using activities on our website. We also believe that the best activities are made when you plan jointly with parents or colleagues. We also

believe that the best place to begin is with the youngest children in the school since it will have the biggest impact. When school leaders see how this works in early years and how it provided marvellous opportunities for assessment, they will support you in rolling this out across the school.

I will point out at this stage that we did not start out forty years ago developing resources exclusively for EAL learners. Our project was funded by the Inner London Education Authority to address inequality and research the most impactful interventions for mixed attainment classrooms in central London. However, these classrooms contained many EAL learners and many of our schools could celebrate up to forty or more languages. Going back further, we were part of the first exploration of oracy in Birmingham based on Andrew Wilkinson's research. We later took part in the second exploration that led to the National Oracy Project. We are now experiencing a third initiative currently led by Voice 21.

EEF Learning Toolkit: what works best and how Pupil Premium is best spent.

1. Start from what we know  
2. Put energy into evaluation  
3. Sharing success – and failure!

Intervention	Impact	Cost	Value for Money
One-to-one tuition	CEEE	AAAA	+5
Homework (Secondary)	E	AAA	+5
Collaborative learning	E	AAAA	+5
Oral language interventions	EE	AAAA	+5
Mastery learning	EE	AAA	+5

<https://educationendowmentfoundation.org.uk/>

Most schools now use the Education Endowment Foundation toolkit to plan their future priorities. Collaborative Learning ranks high for impact and low for cost. It also supports many other initiatives in the toolkit such as Oral Interventions, Feedback and Metacognition/Self Regulation. So by creating a classroom which is EAL friendly and empowering, you have actually improved teaching and learning for everyone else in the school.

I will now take you through some other recent resource development projects to help you find links to the priorities in your school.

We have been working with colleagues and supportive agencies in Wiltshire to develop

resources to support school visits to historical buildings starting with the Monastic Barn in Bradford on Avon.

This has led to a series of teaching activities, a set of mini books and even a visitors pack for the general public.

We started off with Crafty Mimes, an activity developed in the 80's around 'work' in the medieval period. In this activity a pair plan a mime demonstrating a medieval craft for the rest of the class to guess their job. We went on to produce a role play activity where children became craftspeople, tools or even parts of a building! We made mini books which in effect became reference books for the rich vocabulary we had introduced. We went on to produce a timeline activity, which linked the building to local and national historical events. We also produced mini biographies of creatures that had lived in the barn and maybe still live there! We think we have made lots of resources that can easily be adapted to other buildings in other places.



<http://www.collaborativelearning.org/bradfordbarnstorm.html>



You are a cartwright. You and your apprentice saw the logs in long planks. You use a long saw with a handle at either end. You drill holes in the planks and join them together with wooden pegs to make the frame of the cart. Then you take the wheelwright's wheels and fit them on the frame.

<http://www.collaborativelearning.org/craftymimes.pdf>

## Tock the Sheep Tick Part 1



"Good day to you. I'm Tock, the sheep tick. You humans don't like us very much. It's not my fault that you can get ill if I bite you. It's just the way I'm made. Anyway, I don't like you very much either. I prefer sheep, they are far more interesting. You'll still see sheep about today and I don't mind that now they are bred for their meat as much as their wool.

We support a network of coordinators for humanities in London and I'd like to share some of the resources we are working on to examine climate change, endangered species, environments and other geography topics. We start small with detail and move to more general issues. We have role cards for rainforest animals and vocabulary games that mean subject specific language is revisited many times over. We make a lot of connect four games. We do a lot of "gamification" because it motivates returning to the same language over and over again. In one version of our several Rainforest Connect Four games the board features animal qualities for the animal cards to be placed. If you are unfamiliar with a 'C4', please download and play one just once!

### Three Toed Sloth

I save my energy by being very slow. I am so slow that plants grow on me. I sleep up to 20 hours a day. I live most of my life in trees and have long claws that help me to hang from branches. I eat leaves, shoots and fruit at night. I have extra bones in my neck and can turn it 270 degrees.



<http://www.collaborativelearning.org/geography.html>

## Rainforest Vocabulary Quiz Game plus Dominoes

### carnivore

*These are animals that eat meat. They have sharp teeth and a powerful bite. A jaguar has the strongest bite in the rainforest.*

### marginalisation

*This is when a rainforest animal loses part of its habitat usually when humans cut down the trees. Fewer babies are born and the animal is in danger of becoming extinct or dying out.*

herbivore	venom	carnivore	emergent layer
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**Carnivores use venom to paralyse their prey so these two words can be linked!**

**Do you know what a tipiti is?**

### Tarsier

### Silky Anteater

### Toucan

A long strong tail.	Cup shaped leaves to hold water.
Very good camouflage.	Long toes and fingers for good grip.

## Rainforest Adaption Connect Four Games

**A game for two teams** Aim of the game - to get 4 cards in a row (vertically, horizontally, diagonally)  
You need one baseboard and two sets of cards in two different colours.

**How to play:**  
Each team puts their cards face down in a pile in front of them.  
Team A turns over the top card. They must decide where on the board it can go and put it down. Talk to your team.  
Team B does the same.  
Keep on taking turns. Try to choose the best space for your card to get your row and to block the other team.  
If you think a card is wrong you can challenge it - they must always explain their reasons for their choice.  
The winning team has the first row of four in any direction.

### Forest Floor

The ability to sleep hanging from a tree.

### Canopy

Very good balance.

### Emergent layer (tree tops)

Long flexible arms that can swing between trees.

### Mid layer (tree trunks)

Very good eyesight.

Heat sensors to find prey.	Big eyes with large pupils.	Strong talons for good grip.	A rib cage that can spread wide and flat to enable gliding short distances.	Loud voice.
Very windy	Roots that can take in water from air.	Patterned leaves to trap light.	Very fast growing.	Huge triangle shaped roots for support.

Two Games each with variations

Our rainforest activities also provide an excellent example of our information gap activities which work well from Year Four up right up to Twelve. Some teachers have tasked GCSE pupils, who need to revise for exams, with developing these activities for younger children. The oldies pass the exams and the younger ones have motivating activities: a win, win situation.

An information gap consists of three, four or five texts related to themes of a topic. Small groups (twos or threes) work on different texts to begin to complete an answer grid. They won't be able to fully complete the grid because no one text contains sufficient information. Children then rearrange themselves, we have nifty ways to do this, so that they are in a new group where each child has worked on a different text and has completed different parts of the answer grid. They then exchange information to enable each to produce a complete answer grid. This is probably more difficult to explain than to do!

1. Where are rainforests found?	2. What is the weather like?
5. What are the 4 layers called?	6. What is it like on the forest floor?

The small size of the answer grid deliberately makes sure that that answers are short and concise. It establishes the principle of notetaking. Many of our grids can form the planning base for a longer piece of writing.


We have used information gap to help summarise novels:

**Butterfly Lion - Michael Morpurgo** Information Gap Activity

1. What do you know about butterflies?	2. How do species become endangered?	3. Why is it important to remember the First World War?
5. How have people made permanent memorials?	6. What was the worst feature of trench warfare?	

Designed as a pre activity to reading to clarify the themes of the book.

Butterflies      Chalk Downland  
White Lions      Boarding Schools  
 Trench Warfare




They are also also brilliant at introducing new topics for citizenship activities:

**Ebolanomics - Why there is no vaccine.**  
**Information Gap Activity**

Health officials want to reduce the prescription of antibiotics so that microbes learn to resist them more slowly. We need to have new antibiotics in reserve to use when older ones cease to be effective. However, the number of new antibiotics becoming available is reducing. There is a conflict here! Drug companies want to sell a lot of their drugs, but health officials want to limit sales.

**Origins of the disease**  
 ■ Infection with Ebola virus, named after river in Congo, where disease was first recognized in 1976



Ebola virus

Three different texts on the economics of drug production.



You would have had the chance to actually try out many of these activities if this had been a real workshop. I now want to introduce you to some activities which have been extremely popular for ages.

## Are You a Stinker?

A game for 2, 3 or 4 players

Pick a Stinker card.

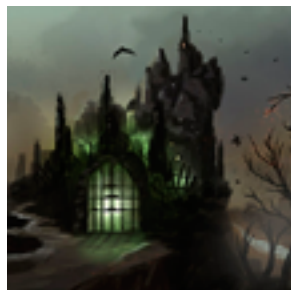


Lose Friends

<http://www.collaborativelearning.org/areyouastinker.pdf>

This activity was devised and illustrated by a Year 8 PSHE class many years ago. It examines personal hygiene in a far from sympathetic manner, but by going way over the top it has triggered discussions around sensitive issues. We first established EAL friendly toeholds in secondary schools via Food Technology and PSHE.

We extended our ideas for supporting story telling in early years to support writing for older pupils. This is a kit for telling ghost stories for Y8:



## Gothic Story Kit

You have 20 story paragraphs. Each paragraph has part of a story on it. Work together to assemble a story of five paragraphs. When you have chosen your five cards work together to improve the story. You can add words, clauses, sentences. You can leave anything out that you do not want to include. Then decide how you will work together to tell the story in the most scary way.

*On the floor lay a strange object . It looked a bit like a small vegetable. I picked it up, and then dropped it quickly. It was a middle finger. It was fairly fresh, but not bleeding*

<http://www.collaborativelearning.org/gothicstorykit.pdf>

We provided the bare bones and then groups can work on jointly fleshing out and presenting their own scary stories.

We have tried out a variety of ways to scaffold hot seating:

### Role Card for the Monster

1. You are very tall, but not good looking.
2. You have superhuman strength.
3. You are made out of spare parts.
4. You long for friend and long term relationship.
5. You are kind and loving.
6. You are treated very badly.

### Role Card for Victor

1. You are a scientist.
2. You do a lot of studying.
3. You construct a man out of spare parts.
4. All your relatives and friends are murdered.
5. You chase someone to the North Pole.
6. You are accused of murder.

<http://www.collaborativelearning.org/frankenstein.pdf>

Half the class have role cards and sit facing outwards in a circle. The other half have a questionnaire:

### Frankenstein Connect Four Question Grid

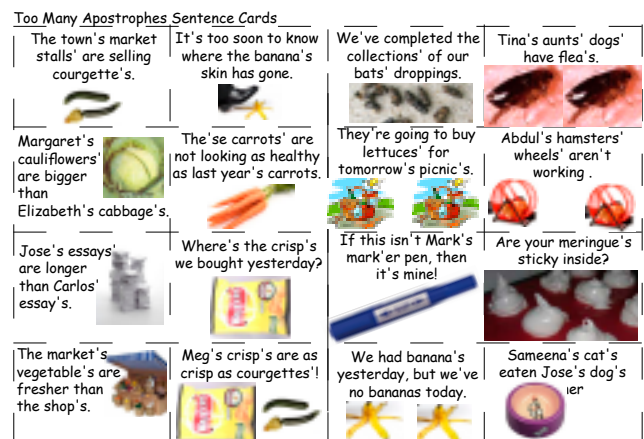
Visit the characters and ask them a question from the grid. If the character says NO, move on to another character. If they say YES, they will tell you their name. Write it on the grid beside the question. You can ask two more questions providing the answers are YES. The aim is to get four names of characters in a row horizontally, diagonally or vertically.

Are you without a name?	Do you become a scientist?	Do you have a friend called Victor?	Are you much taller than everyone else?	Do you get murdered?	Do you spend a lot of time studying?	Are you in love?
Are you a servant?	Are you treated very badly?	Are you worried about someone?	Were you made of spare body parts?	Do you love your family?	Do you want a long term relationship?	Are you blind?
Do you make friends with a monster?	Do you look after a child?	Do you look after your friend when he is sick?	Do you chase someone to the North Pole?	Do you have a family?	Do you commit suicide?	Do you have a wife?
Does a stranger help your family?	Are you sentenced to death?	Are you not very good at anatomy?	Do you want a companion to love and cherish?	Do you have two sons?	Do you frighten everybody?	Are you accused of murder?

You will discover on the website hot seating activities designed for Dickens and Shakespeare and also for Aztecs and planets.

When you live in more than one language you inevitably become more language conscious. EAL learners are much more language aware and also sensitive to phonetic nuances. Since language study has become more popular in school with the emphasis on grammar and syntax, we have developed more language oriented activities.

Too Many Apostrophes is a very popular example:



Everyone has a sentence board with missing apostrophes. Children take turns to pick cards like the ones above and where there are apostrophes that should not be there they can use them to fill in their

apostrophe starved sentences.

In "It's the Pirate" you travel round a track and pick up a card. If your 'it's' card matches the track 'it's' square you can collect pirate treasure. We provide doubloons and our most disruptive class member spent and long quiet time cutting them out for the class!

### Making an activity

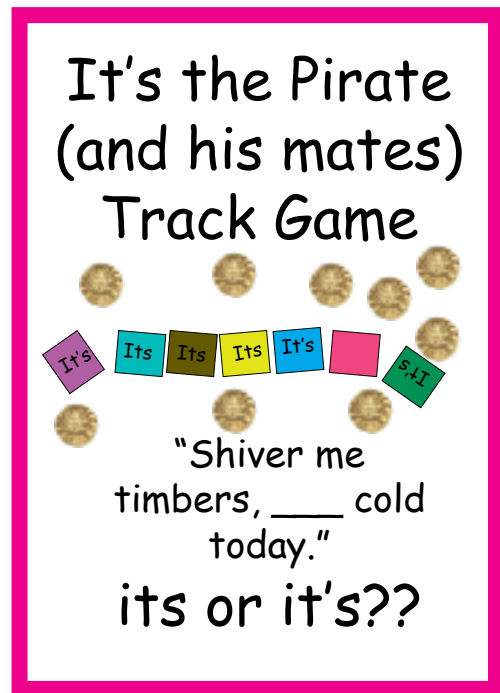
- Curriculum goal

*To understand how much a Roman soldier had to carry.*

*To learn technical terms for equipment used by Roman soldiers.*

*To develop empathy with characters in the past.*

Making an activity is a fairly straight forward process. You start with a collection of objectives. You then brainstorm collaboratively to come up with a zany activity to scaffold the discussion and introduce vocabulary. In this case we added Latin which pleased many of our Romanian children because as you may know modern Romanian includes a lot of Latin. We created a sorting activity and thought up a game where you had to try to get dressed first.



<http://www.collaborativelearning.org/itsthepirate.pdf>

### Marius Mules: Soldiers on the March

Your set of cards shows you most of the equipment a Roman soldier had to carry with him on the march. Using the grid below work out how you can carry it all. (No more than six items in one box please!)

	Step 1: I would wear	Step 2: I would attach to me	
	Step 3: I would carry in my hands	Step 4: I would carry on the pole	

<http://www.collaborativelearning.org/mariusmules.pdf>

You may like to cut out our spinner and try the game. You may also have a child that loves colouring in and cutting out accurately.

We have provided in the powerpoint slides with instructions for making games.

Just before lockdown we took our Year 5 class to Mexico, virtually, through both space and time. Eight groups took eight different planes to eight different places. Each place was close to a famous ruined city. Each group received information on what they could do as tourists, which they could present to the other groups.

#### TULUM



You can go snorkelling in caves. You can see beautiful stalactites and other exciting rock formations. It is a cool thing to do when the weather is hot.

We followed this up with our Meet the Maya activity where quetzal birds met avocado pears and stingless bees met an asteroid. This became the basis for a lot of role play and a lot of research involving a lot of exploratory talk. Within the same school some classes stayed with rainforest animals, others investigated past civilisations, others looked at

## Journey to the Maya.

Travel by plane and bus. Visit cities in Central America.




Palenque  
Tulum  
Flores  
Pachuca  
Villahermosa  
Chetumal  
Veracruz  
Merida

Groups become experts on both modern and ancient cities and report back to each other on what they have discovered!

Tourists,  
Historians and  
Archaeologists!

<http://www.collaborativelearning.org/journeytomaya.pdf>

## Meet the Maya

### Meet the Wildlife



Stingless Bees



Quetzal Bird

### Meet the Buildings



Maya Arch



Atlatl or Throwing Stick

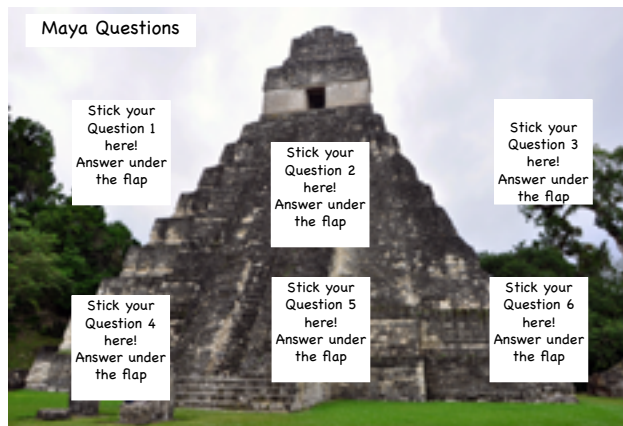
### Meet the Artefacts

<http://www.collaborativelearning.org/meetthemaya.pdf>

endangered species. We generated so much activity that we successfully argued that we could steal literacy and science time. Our final activity produced a template for questions that the children could share across the classes.

# Maya Questions

A history topic where there is more to find out than we know!



Asking questions is probably more important than knowing facts

A Framework for encouraging questioning between groups, classes and schools.

<http://www.collaborativelearning.org/mayaquestions.pdf>

We had hoped that this work could generate discussion between schools, but lockdown intervened. However, all the zooming clicking teaming skills can be reused when life returns to almost normal.

The rest of the powerpoint slides contain summaries of other collaborative strategies. Many overlap in purpose so chose the ones that suit you best. Please feel free to use them to persuade your colleagues and please send any of your activities or links to them back to us to share.

I hope this brief presentation provides you with the tools to develop your own EAL friendly language conscious resources.

Remember that the most creative activities need collaborative planning. I hope you will assume the mantle of other EAL practitioners and be happy to share your ideas as we have done now for nearly fifty years.

Please contact the project if you need help or have a question.

# Afterword

Stuart Scott

I have been fortunate enough to spend my career working with all ages, stages and subject areas: in nursery, primary and secondary schools, colleges and universities in the UK, in mainland Europe and in the United States. My main consuming interest in all these settings has always been the role of talk in learning, the ways in which we learn and the ways in which we learn new



## Collaborative Learning Project

We are a teacher network. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

Early Years Literacy  
Citizenship Geography  
Music Science  
History Maths Language Technology



languages. I don't consider myself fluently multilingual, I wish I was, but I can pick my way around six languages.

I have been running the Collaborative Learning Project since 1983. The project was funded, supported and promoted by the Inner London Education Authority for inner city mixed attainment classes until 1990. I worked with Andrew Wilkinson in Birmingham in the 1960s. He is the author of 'Spoken English' and first coined the word 'oracy'. He drew on research that strongly indicated that rich quality talk provided the bedrock for sustained shared thinking which raised attainment in reading and writing. He also pointed out that speech and dialogue persisted as the principal route for developing and refining thinking from Socrates right through to the time when universal education began to become possible. Socrates refused to write things down maybe because

believed that it might create a world where the written word restricted freedom. He may have been right!

Respect for spoken language use remained in the Universities, Public Schools and Parliament through the nineteenth century. The main concerns of universal education at beginning of the twentieth century became the three R's: reading, writing and arithmetic. Silence became 'golden' and any talk that was not controlled by the teacher suggested insurrection, bad behaviour and getting above your station. These conservative views have influenced general opinions on the role of education. This has meant that putting spoken language at the forefront of literacy development has had to happen more than once and its position is still precarious.

Fortunately, further international research has confirmed our earlier guesses that talk builds the brain and early talk builds the brain faster. The work of Robin Alexander and Neil Mercer emphasise the importance of quality conversations for all learners. Recent work on translanguaging indicates that developing all your languages alongside each other is also an empowering process.

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