

# Fast Track Literacy for EAL

Presented by **Stuart Scott**

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# Timetable

09:00	09:30	Registration and refreshments
09:30	11:00	<b>Session 1</b> <ul style="list-style-type: none"><li>• Aims elucidated</li><li>• Tracking Progress, Synergy: Research and Practice</li></ul>
11:00	11:15	Break for tea/coffee
11:15	12:45	<b>Session 2</b> <ul style="list-style-type: none"><li>• Looking at Beginners/New Arrivals</li></ul>
12:45	13:30	Lunch
13:30	14:30	<b>Session 3</b> <ul style="list-style-type: none"><li>• Improving Literacy: Reading</li></ul>
14:30	15:30	<b>Session 4</b> <ul style="list-style-type: none"><li>• Improving Literacy: Writing</li></ul>
15:30	15:40	Evaluation and post-course information

NB. Contents and times may be subject to change



# Fast Track Literacy for EAL

Stuart Scott

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- Session One: Aims elucidated  
Tracking Progress, Synergy: Research and Practice
- Session Two: Looking at Beginners/  
New Arrivals
- Session Three: Improving Literacy:  
Reading
- Session Four: Improving Literacy: Writing

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## Fast Track for EAL?

- Nationally EAL pupils make better progress than all pupils.

Main aims of this course:

- to ensure that we do not lose sight of this progress in the new world without levels;
- explore ways to harness this potential.

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Speed up progress by six months!

We no longer have a common framework to show what we mean by this.

To clarify: Think of a possible example i.e. a pupil who in February of Year 4 is working within a Year 3 level.

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If we do nothing extra:

by July they will probably become securely Year 3, just through normal progress, However, if we offer some extra language enrichment to improve their literacy we may be able to move them into Year 4 descriptors.

Therefore: 6 months extra progress!

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Every school has the freedom to develop its own method of tracking and classifying. There are benefits and disadvantages to each.

New Arrivals are left particularly adrift by the new systems. From October schools will have to report a language level for all EAL pupils and there are now available various toolkits to support this.

Schools have to decide how they address this.

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Take 5 minutes to talk to your table about the general tracking and the EAL tracking in your school.

Write any issues on the post it notes provided, and we will return to this later.

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The Education Endowment Foundation has part funded a recent research review on EAL and is in the process of linking it to their Teaching and Learning Toolkit.

**EEF Teaching and Learning Toolkit**

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

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**EEF**

- Ranks strategies and interventions by impact, strength of research evidence and cost
- Funds research related to specific themes
- Provides links to agencies and websites that promoted each theme

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## Victoria Murphy: EAL Research Review

Strong evidence that some EAL pupils can make the most progress and that there is an enormous untapped potential.

Some suggestions for intervention:

- Increasing quality of verbal interaction
- Improving subject specific vocabulary
- Embedding multi word phrases and idioms

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Research evidence not extensive due to lack of rigorously structured research in UK  
Reliance on overseas research

Take a look at the MESH guides for EAL  
<http://www.meshguides.org/guides/node/112?n=123>

Or search “EAL”

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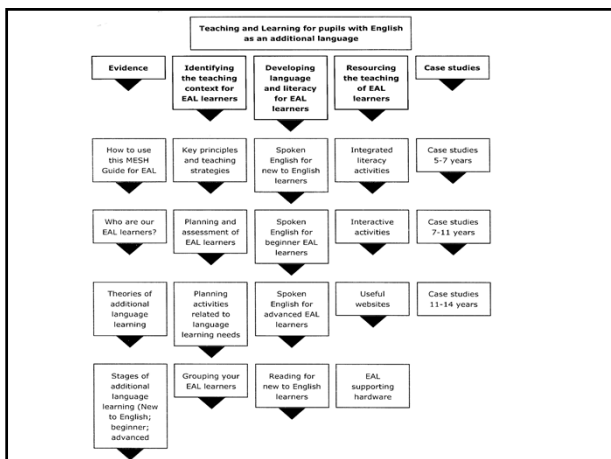
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### Linking Research and Practice

Growth of university based study centres e.g. Learning without Limits, Oracy at Cambridge, Lesson Study, Collaborative Enquiry and likely to be an EAL one soon!

Does your school have a framework which supports evidence based practice and/or ways in which new strategies for improving progress are observed and tested? Would your school be interested in using "lesson study" or "collaborative enquiry" to achieve this?

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## Session 2

### New Arrivals

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### Key Idea 1

# HELLO

- The golden hello – makes sure the child feels welcome
- The most powerful tool in your toolkit
- There will be no progress until your child feels safe

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## Key Idea 2

“Ain’t nothing like the real thing baby”...”a picture paints a thousand words



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## Key Idea 3

### Communication Champions

Communication champions keep on trying, they use gesture, mime and every other “language” they know to communicate.

They keep on going.

- Become one
- Help everyone else be one
- Find children who are good at this and nurture them

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## Key Idea 4

### Social ball bearings help things roll

- “Please”, “Thank you” and “Can I have?” are essential first things to teach.
- Children who try to use these phrases will get more positive responses from those around them, adult and child. Positive responses begin an upward spiral of communication.

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### Key Idea 5

#### We are not all the same

- Children learn in different ways.
- Some New Arrivals are desperate to communicate and do everything to get ideas across. This group can easily develop error strewn writing which is hard to improve. Structured teaching of language items is crucial.
- Some New Arrivals will only speak when they are sure they are right. This group are usually performing at a higher level than anyone gives them credit for.

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### Key Idea 6

#### Independence is all

- You can only do it if you understand it and can do it yourself. Avoid “blind” copying and echoing. Avoid the need to copy by using substitution tables or cut up sentences.
- Introduce regular independent talking and writing. (Make it fun)

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We went

to  
on

the Globe  
the 63 bus  
the bridge  
the steps  
St Paul's

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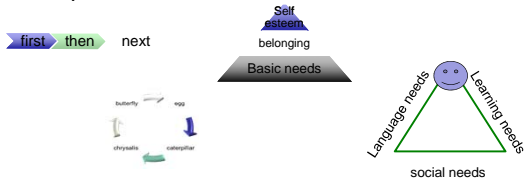
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## Key Idea 7

### Graphic/Visual Organisers/Key Visuals

- A visual organiser or key visual is a diagrammatic way of organising and presenting an idea. It is not a photograph nor illustration.
- Examples




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### Visual Organisers for Classifying

Venn Diagrams(i)		To show a whole set and a subset
Venn Diagrams (ii)		To show concepts and connection where items are - a - b - both -neither
Tree Diagram		Classify words and show relationships
Key		To divide information using yes/no answers
Carroll diagram		To classify information using two sets of criteria
Quadrant		To show connections between two sets of concepts

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## Key Idea 8

### Keep looking for green shoots

- Be optimistic and look for tiny glimmers that show English is developing. The first signs will often be, ironically, incorrect. Children will try to generate ideas based on what they know of English and other languages.
- Celebrate.

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### Key Idea 9

#### Always reach for the stars

- Keep your eye on the long game. EAL beginners can and should develop, thrive and excel.
- Expect the best. Expect success.

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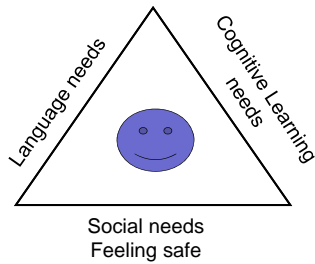
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A graphic organiser/key visual representation about  
Balancing the needs of EAL beginners



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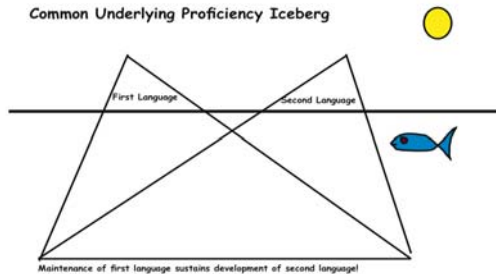
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#### Common Underlying Proficiency Iceberg



A graphic organiser/key visual representation of  
the relationship between first and second (or  
third) languages

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**What do you know about each EAL Pupil?  
The one thing they have in common is that  
they are all different!**

- Previous experience of schooling
- Trauma – past and present
- Mobility
- Cultural expectations of education

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**EAL has a supportive network a click away!**

Help is at hand for specific queries:  
e.g. EAL Bilingual Forum

Plus case studies from Department for Education –  
NAEP – now on new British Council/Bell  
Foundation EAL Nexus site and NASSEA and  
NALDIC websites together with useful podcasts  
and lots of helpful LA teams. Look at our links page:

[www.collaborativelearning.org/links.html](http://www.collaborativelearning.org/links.html)

Plus take a look at our blog  
[www.joinedinthinking.org.uk](http://www.joinedinthinking.org.uk)

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**New Arrivals and Phonics**

Many new arrivals will be literate in first  
language

This may be a language where sound symbol  
correspondence is more reliable

Unlike in English! E.g. “banana”?

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### **New Arrivals and Phonics**

Don't use Infant phonics programmes  
Avoid baby books – find a grown up context  
Think of the impact of the specific first language  
e.g. v/w in Gujerati or three to five “r”s in Spanish or Arabic

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### **EAL Friendly? Basic Principles**

- Build on prior knowledge
- Move from concrete to abstract
- Ensure everyone works with everyone else
- Extend social language into curriculum language
- Provide motivating ways to go over the same thing more than once

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## **Session 3**

### **Reading**

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**We are not looking today at the vital role of talk in learning, but cannot underestimate its importance!**

Schools do not always seem to understand the importance of pupils' talk in developing both reading and writing. Myhill and Fisher quote research which argues that 'spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to read and write, beyond which literacy cannot progress.....'

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**Brain Research**

- Up to age of 11 brain is 150% more active in acquiring language
- The act of talking and thinking increases the number of connections and cells that build the brain
- Talk fuels brain development

Research summed up in Robin Alexander's "Towards Dialogic Teaching; Rethinking Classroom Talk"

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**Unhelpful Behaviours in the Teaching of Reading**

- Teachers may be doing most of the talking
- Questions are closed
- Rather than think through a concept children are spotting the 'correct' answer
- Cognitively restricting rituals
- Low cognitive demand
- Bland all purpose praise rather than informative feedback

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### Some General Principles

Provide opportunities for pupils to:

- Read texts more than once
- Hear texts read more than once
- Act immediately on what they have read
- Read short texts with academic content
- Read with others
- Move across the mode continuum

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### Some Useful Strategies

- Add new text to original content – speechbubbleposts
- First language dual language
- Google translate for words NOT sentences
- The place for phonics
- Talk – read – talk read etc – Transformations

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## Session 4

### Writing

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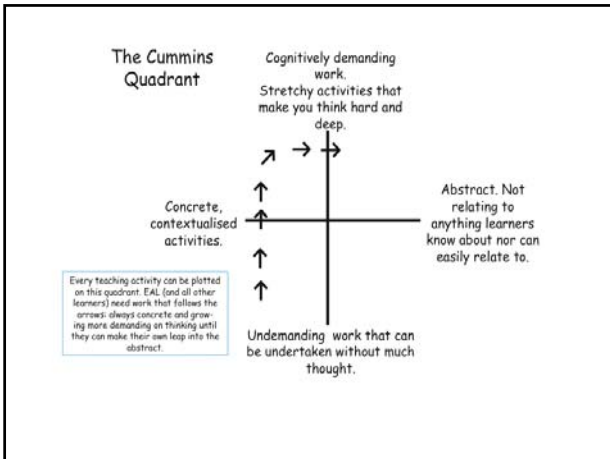
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**Some General Principles**

Provide opportunities for pupils to:

- Hear and see writing modelled
- Write accurately but independently using scaffolding
- Avoid copying
- Write collaboratively
- Have an audience for their writing
- Move from talk to writing

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**Some Useful Strategies**

- Backwards mapping
- Information gap
- Vocabulary extension
- Transformations

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Classifying	Reasoning	Justifying an opinion
<b>Six Key Thinking Skills</b>		
Describing	Sequencing	Decision making

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<b>Classifying</b> Sorting elements into groups  <i>Sorting on a Venn diagram or a matrix</i>	<b>Reasoning</b> Explaining why rocks are found in different places  <i>Sifting through a set of reasons and choosing appropriate ones for a situation.</i>	<b>Justifying an opinion</b> <b>Weighing/ranking evidence and evaluating it.</b> Organising the evidence for and against the movement of tectonic plates.  <i>Sorting evidence on a diamond nine chart.</i>
<b>Describing</b> Describing qualities of rocks. Comparing similarities and differences. Finding matching similarities in visually different rocks.  <i>Matching items and descriptions.</i>	<b>Sequencing</b> Explaining the processes that change rocks from igneous to metamorphic.  <i>Completing a cycle drawing.</i>	<b>Decision making - using evaluation for decision making</b> Deciding from current evidence whether the moon was created by a collision of the Earth with another planet.  <i>Sorting evidence on a diamond nine chart.</i>

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<b>Classifying</b> Chalk is a soft rock but granite is hard.	<b>Reasoning</b> Granite is suitable for building because it wears away slowly. However, it is hard to cut and shape is therefore an expensive building material.	<b>Justifying an opinion</b> The fossil record provides evidence that parts of Britain were once near Brazil. There is evidence that plants and animals lived in a tropical climate.
<b>Describing</b> It has grains in it. It is shiny.	<b>Sequencing</b> After the rock comes out of a volcano, wind and water slowly wear it down. Small grains of rock are then carried down to towards the sea.....	<b>Decision making</b> Tectonic plate activity is sometimes dangerous for humanity, but without the richness of new material it produces we would not have evolved.

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### Language Conscious Teaching

- Recasting by the teacher
- Talking about the talk, making the new register explicit
- Reminding and handing over
- Unpacking written language
- Mode shifting “talking the writing”

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### Classroom Practice Language Conscious Teaching

- Reviewing process
- Engagement in teacher instructions
- Collaborating with peers
- Talking as a expert
- Extended dialogue (spoken or written) with teacher or experiencing teacher to teacher dialogue
- Reconsidering how things are said/expressed
- Talking about talk and how we learn

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### Improving Writing

Students transform what they have learned into a different form when they have to present it to a new audience.

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**From Good to Outstanding**

Pupils learned about language while using language.

They were treated not as the people they were, but as the people they could become.

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## Introduction

This course is about developing ways of making the best use of recent and well evidenced research in the classroom to speed the progress of EAL students. It presents extracts from the research which supports the best practice for EAL. It also provides training resources and activities you can use with colleagues back in school. I have also prepared a dedicated webpage which contains everything you encounter on the day and links to other a wealth of online research and practice.

Although the day is going to concentrate on reading and writing, it is very important to emphasise that success with pupils for whom English is an Additional Language is very closely linked to the development of effective and self-aware talk between adults and children, between the children themselves and between adults in the classroom. This is the kind of talk described as 'sustained shared thinking' in the EPPE Foundation research, and for older pupils as dialogic talk by Robin Alexander and exploratory talk by Neil Mercer. It is also vital that **everyone** in your school understands the principles and develops the practices for effective support of EAL learners. I have therefore tried in this handbook to provide you with material in a form which you can present to your colleagues in staff meetings etc. Whatever your role is in school you might want to consider suggesting using the methods of lesson study and/or collaborative enquiry to prolong the impact of this course.

Each of the sessions we cover today could easily fill a day or more. I hope, however, that I will be able to provide for you the best tools for further development. For those of you who have the inclination (and the time!) to read more please go to the linked websites. Also we are always happy to answer any other questions that you have via email.

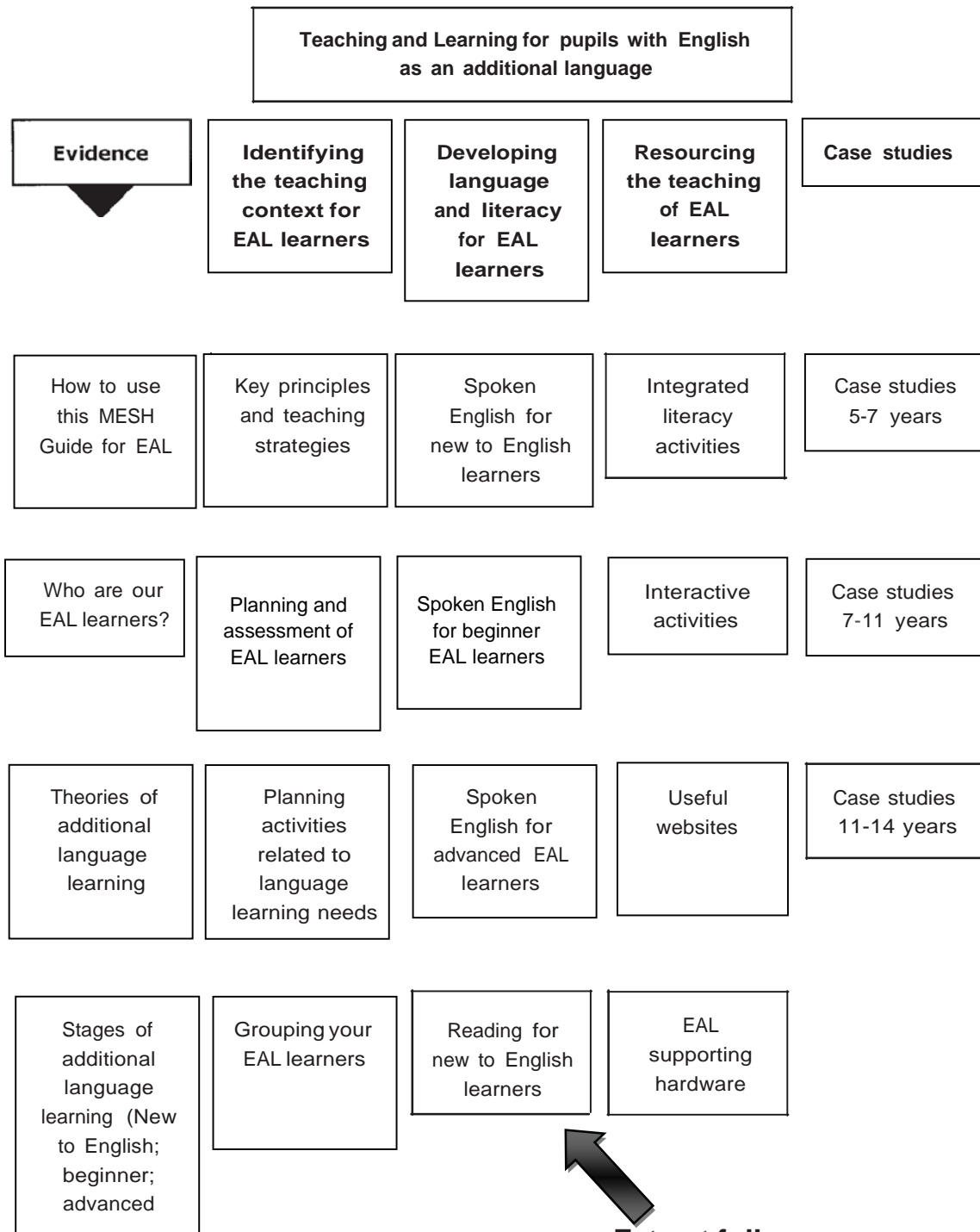
I am grateful to all my colleagues in the UK and in other English speaking countries, who work with me in developing and sharing effective EAL practice. In particular I would like to thank Judith Evans from Collaborative Learning for her contribution these ideas. There has always been among us a strong element of mutual support and sharing of ideas over the years, especially since the practice sometimes goes against so called "common sense". Our work has also been strengthened by partnerships between practitioners and researchers. Recently, many of the practices which felt intuitively right, have now been confirmed by recent research. Without this mutual support the development of my ideas would have severely curtailed. I hope, that as a result of attending the course, you will want to join our supportive network.

I hope you find the course useful and stimulating.

Stuart Scott

# MESH guides for EAL

<http://www.meshguides.org/guides/node/112?n=123>



## Extract from the MESH Guides

### Reading for beginners EAL learners

You will find it useful to read the sections on Spoken English and on Challenges before this because of the crucial relationship between pupils' spoken language acquisition and their development of reading in English. Secondary teachers will find these sections useful in addition to the section devoted to Reading at Secondary.

What teachers need to know about reading in a new language:

As with monolingual pupils, EAL learners need to be taught both word reading skills and comprehension in order to access written texts. However, there is evidence that:

- Some pupils may acquire phonic knowledge and be able to decode quickly, but their skills in comprehension take longer and need explicit attention (Stuart, 2004).
- Reading comprehension is related to the pupils' vocabulary knowledge, knowledge of text types, knowledge of and interest in the subject matter (Hutchinson, Whitely, Smith and Connors, 2003).
- Pupils' access to reading is related directly to their current level of spoken English and breadth of vocabulary (Droop and Verhoeven, 1998).
- Pupils will have experience of reading in other languages and for different purposes (Parke, Drury, Kenner and Robinson, 2002).
- Text type and direction in pupils' home written language may be significantly different from English.
- Literacy in the first language affects literacy in the new language (August and Shanahan, 2006).

Characteristics of a Beginning English reader:

- Able to decode known words and some unknown words.
- Able to read familiar words such as those introduced systematically in a reading scheme and those considered 'high frequency' within the current curriculum for English.
- Developing understanding of meaning in simple texts.
- Beginning to deduce implicit meaning in simple texts.
- Will need help with idiomatic language and vocabulary related to concepts/events that are outside the pupil's experiences.

Activities for Beginning English readers:

- Access to texts with controlled vocabulary and explicit structure.
- Access to texts that reflect the pupil's existing experiences at home and at school.
- Use of pictures to discuss implicit meaning, predict outcomes etc.
- Role play such as hot seating and freeze frame to develop understanding of character, plot and motive.
- Introduction to the structure and features of different non-fiction text types.
- Use of audio books in first language and in English.
- Use of dual language texts matched the pupils' interests and stages of fluency in their first language.
- Use of talking books and talking pens (see section on Hardware) <http://www.eal-teaching-strategies.com/reading-strategies.html>

## Writing for advanced EAL learners

In conjunction with this section, you will find it helpful to read the sections on both Spoken English development and Reading because the development of each of these areas is crucial to successful writing in English for EAL learners. Also see the section on Integrated Literacy Activities which highlights tasks for developing writing through speaking and reading related activities. The tables presented in the Writing for New to English Learners section are a useful reference for learners' writing activities at all stages of fluency.

### WRITING IN ENGLISH FOR MORE ADVANCED LEARNERS OF ENGLISH AS AN ADDITIONAL LANGUAGE IN PRIMARY SCHOOLS

Cameron and Besser (2004) carried out research into the writing of more advanced learners of English as an additional language i.e. pupils who had been in UK schools for at least five years. They identified a number of key features of language that pupils learning English as an additional language appear to handle less confidently than their monolingual, English-only peers. These included the use of formulaic phrases, prepositions, modal verbs, use of genres, under-development of narrative components, particularly endings and the use of tense.

In order to ensure more advanced EAL learners achieve the quality they are capable of in their writing, teachers need to identify the specific features of the target genre so that they can take account of these in their lesson planning and delivery.

Pupils need:

- Access to good models of writing across a range of genres.
- A reason to write (motivation, purpose) and something to say (ideas, viewpoint).
- An understanding of the audience for whom they are writing.
- Exposure to a range of ideas.
- Plenty of opportunities to rehearse the target language orally prior to writing.
- An explicit focus on the particular features of language that are problematic. For lower achieving EAL writers, modal verbs, adverbials and prepositional phrases seem especially important (Cameron and Besser, 2004).
- Activities which extend pupils' working vocabularies, giving them a rich choice of words to draw on in their own writing. When teaching formulaic phrases, it is helpful to focus on the phrase as a unit rather than on the individual words.
- Explicit modelling of the writing process.
- Opportunities to engage in collaborative writing activities.
- Scaffolding activities such as Dictogloss (See Integrated Literacy Activities).
- Clarity about the success criteria for each target genre.
- Opportunities for peer-review.

Resource links listed in previous sections on writing will be useful for advanced EAL learners. A report on studies with advanced EAL learners in secondary schools is at <http://www.naldic.org.uk/Resources/NALDIC/docs/resources/documents/NQ%20...>



## WRITING IN ENGLISH FOR MORE ADVANCED LEARNERS OF ENGLISH AS AN ADDITIONAL LANGUAGE IN SECONDARY SCHOOLS

When pupils are in the early stages of acquiring writing skills in English, it helps if tasks are rooted in concrete experience, are prefaced by plenty of opportunities to orally rehearse the target language and are supported by visuals. This makes writing tasks more meaningful and facilitates pupil participation and success. Tasks should link with whatever the rest of the class is doing. In this way, peers will be able to support and to see that the pupil is participating in the same curriculum as them. Drafting and note-taking can be usefully carried out in first language. This helps pupils maintain their focus for longer as well as giving them something they can independently refer to later. Where available, bilingual support from a Teaching Assistant who shares the same language as the pupil can be invaluable as a means of giving the pupil greater access to the lesson through the use of first language as well as the freedom and confidence to express themselves more fully in first language.

As pupils develop stamina as writers, writing frames and sentence starters can be helpful additions to the strategies outlined above, gradually extending the amount of writing a pupil produces and building confidence. For pupils with greater fluency in their first languages, discussing, planning and drafting in first language remain supportive activities, enabling pupils to organise their thoughts and express their ideas more freely and fluently prior to writing in English. This can help with engagement and motivation and it can be a productive way of engaging parents in their child's learning if set as an alternative homework task.

As a group, teachers may be misled by the oral fluency demonstrated by more advanced learners of EAL into underestimating their need for specific targeted teaching in order to develop their writing. It is also important to understand that writing cannot be considered in isolation, because it is inextricably linked with reading and thinking skills (OfSTED, 2003).

Building on OfSTED research into the writing of more advanced learners of English as an Additional Language at Key Stage 4 (2003), the National Strategies resource "Ensuring the attainment of more advanced bilingual learners" (2009) includes guidance on a range of teaching and learning strategies to support accelerated progress in writing across the curriculum. Key messages include the importance of oracy as a precursor to writing, giving pupils opportunities to hear and rehearse some of the language they will later need when they start writing. Purposeful talk enables pupils to:

- develop, exchange and revise ideas;
- communicate face to face with an audience;
- rehearse ideas before writing;
- rehearse language structures before writing.

The use of talk prompts, or think-talk phrases, can support pupils to develop a more formal register through their talk prior to writing

Also needed are:

- explicit teaching of the conventions of the target genres;
- activities to develop pupils' working vocabularies;
- engagement with a range of reading material;
- questioning techniques which promote the development of higher order thinking skills (Bloom's revised taxonomy);
- modelling;
- scaffolding pupils' writing e.g. through collaborative and guided activities.

Careful planning with a clear focus on the target language (not just the vocabulary) can develop pupils' experience and knowledge of a range of genres, build confidence and skills and enable progression towards independence in writing.

# Between the Lines

## Reciprocal Reading based intervention with a focus on EAL Pupils

Origins: Yuill and Oakhill 1988, adapted. There are some similarities with Reciprocal Reading , but the main difference is that in RR each pupil takes a role and practises one skill, whereas in BTL all pupils practice all skills in the session.

For upper KS2 pupils who decode reasonably well but lack comprehension e.g. the pupil who says at the end of “Journey to the River Sea”, ‘So do you mean Finn swapped and didn’t go to England?’ This approach is particularly suitable for EAL learners who are progressing slowly in reading.

What does the inference training consist of?

2/3 sessions per week, each 40 minutes- teacher led

Each session follows 6 steps:

1. Activate Prior Knowledge
2. Vocabulary Definition
3. Vocabulary Elaboration.
4. Fizzy Questions
5. Visualise
6. Summarise

### 1. Activate Prior Knowledge

Empowers pupils by asking them to share their knowledge of the topic in the text. Teacher adds extra information, images or objects if necessary but the emphasis is on the pupils sharing their knowledge. *This is helpful for EAL learners who may have huge cultural knowledge about an area or it may be unfamiliar e.g. seaside. Being able to explain to each other raises self-esteem and respect for each other and provides a very purposeful context for spoken language.*

### 2. Vocabulary Definition

Pupils read text and ring words they would like explained. Other pupils offer definitions, Teacher reminds and models reading the whole sentence containing the word and applying all possible knowledge to decipher.

*This is helpful for EAL learners who may have misunderstood some words or not registered the nuances. It provides a culture and mechanism to say “I can read this word but I don’t know what it means” rather than gloss over. It also emphasises that readers should expect reading to make sense.*

### **3. Vocabulary Elaboration**

An extremely important step: the Teacher gives each child a carefully chosen word or phrase from the text, teacher identifies words they suspect are problematic e.g. homonyms or pronouns with no clear referent or idioms.

Pupils think about their word in the context of the text. They then explain their thinking to the others. This helps EAL learners because it models synthesis, which is at the heart of good comprehension. It also allows or direct language teaching about challenging aspects of English.

*Helpful for EAL learners because it offers a non verbal or literate way of interpreting and responding to text. This can activate an image in the head skill which pupils can use independently.*

### **4. Fizzy Questions**

The pupils ask questions about the text. Teachers should encourage between the lines questions and supplement if necessary. Pupils do not have to answer all the questions and certainly not as written comprehension. The asking is important. Teacher also supplies questions.

*Helpful to EAL learners, lots of modelled language opportunities, lots of practice of structures for questions. Provides opportunities for pupils to explore ideas and identify bits that may be tricky.*

### **5. Visualise**

Through a variety of recording formats pupils produce diagrammatic or pictorial representations of main aspects of text. Could be grids, mind maps, character key words.

*Helpful for EAL learners because it offers a non-verbal or literate way of interpreting and responding to text. This can activate an image in the head skill which pupils can use independently.*

### **6. Summarise**

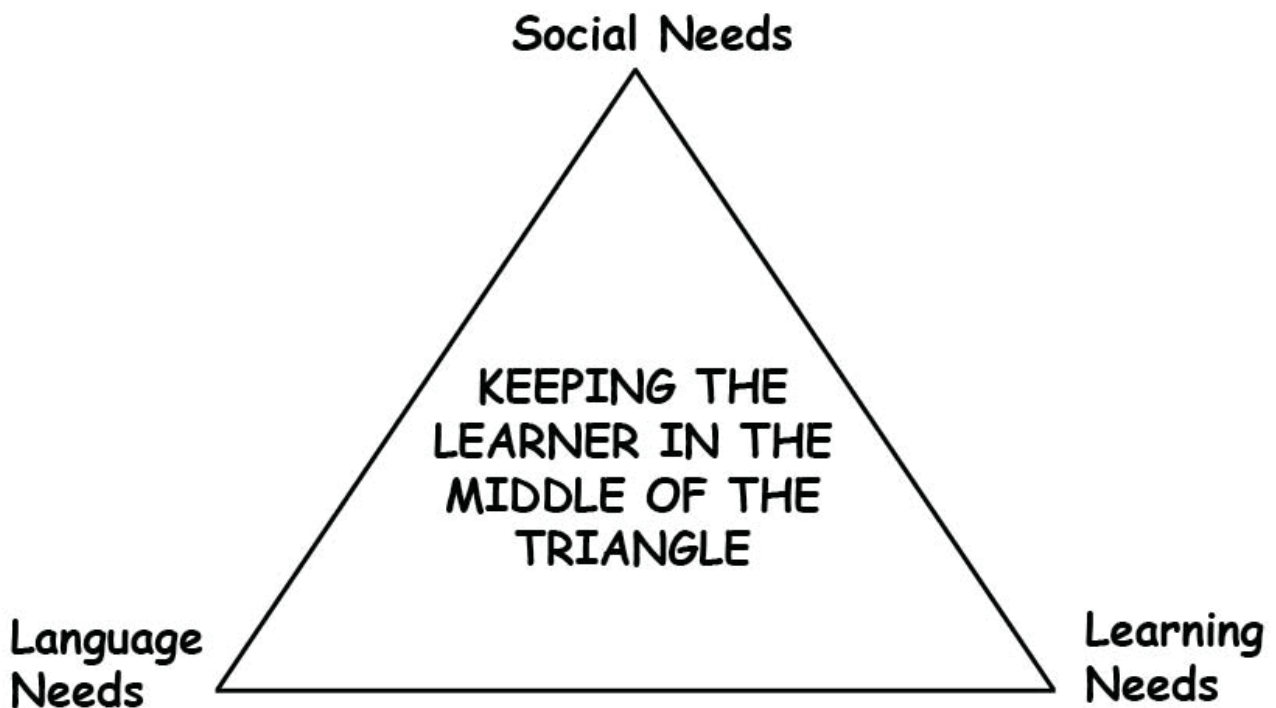
Pupils take turns to summarise key events possibly as a “sound bite.”

*Helpful for EAL learners because it practises succinct language and allows them to deepen their understanding of text types to predict the next part of story. Also likely to improve their writing.*

Jack	had	money
The old man		no money
	saw	
The giant		some beans
The beans	went	a cow
		up
		the castle
		a castle
		the hen
		a hen
		down
		some gold

## Balancing Provision for EAL Learners

The organisation of classrooms can often lead to the same pupils working with a limited number of their peers. In these situations EAL learners can still be isolated within the mainstream classroom. Some social engineering is vital. This works best, like behaviour policies do, when the whole school is behind it.

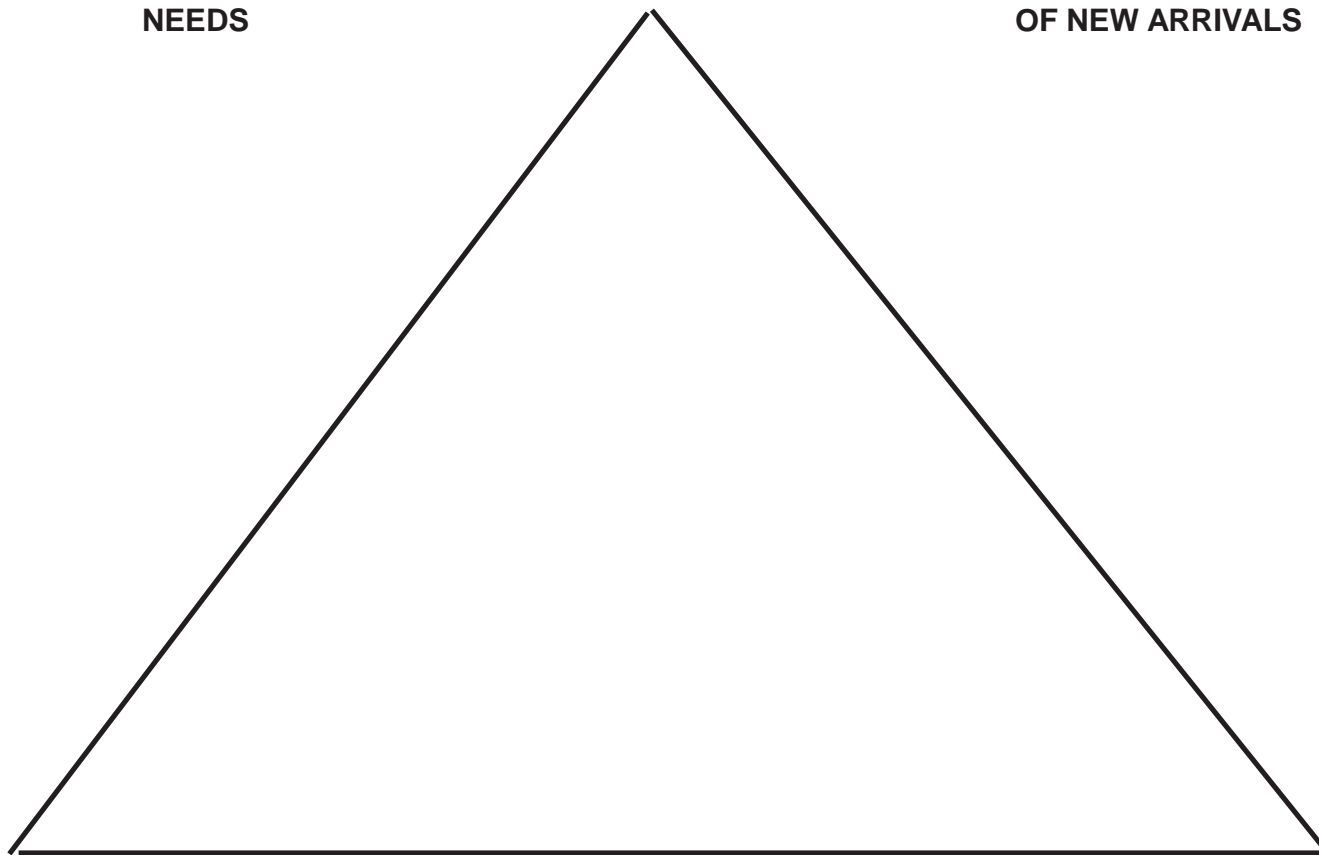


When pupils arrive with little or no English, there is a temptation to over emphasise work in this area and neglect other needs. Intensive language work is best provided in short bursts at times that do not interrupt learning or contact with peers, e.g. at registration.

Scaffolding the learning is probably the most labour intensive activity around. However, it can be enjoyable when shared with colleagues especially when it is given priority time in the school. The Collaborative Learning Project and British Council Nexus resources are designed to help this process. [www.collaborativelearning.org](http://www.collaborativelearning.org)

**MASLOW'S HIERARCHY OF NEEDS**

**ADDRESSING THE NEEDS OF NEW ARRIVALS**



Teaching strategies that build on pupil's own learning skills.	Informative pictures and pictographs.	Friendly communicative adults.	Involved in group learning activities.
Pupil carers.	Beginning to read an English text.	Approbation and reward.	Models for feasible practical tasks.
An incredible range of teaching strategies to give access to the whole curriculum and develop pupil's language and learning needs.	A curriculum which relates to pupil's own experience and gives status to pupil's own culture.	Space and time to listen.	Developing understanding of spoken English.
Friendly atmosphere.	Sense of acceptance by peers.	Right to silence respected.	Evidence of own culture/language.
Pupil in command of full range of strategies to promote own learning.	Sense of membership of peer group.		

Pauline Gibbons' planning framework tweaked to fit our schools. This framework could be effectively implemented via "lesson study" and/or "collaborative enquiry".

Decide on the "big questions" in your unit of work.

- What are the key concepts and big ideas you want all learners to understand and to be able to use?
- What "rich task" (or other kind of assessment task(s)) will you use to assess students' understanding of these big ideas and key concepts?
- What do students already know about these ideas and concepts? How can you introduce the key concepts in language that is familiar to students, drawing on their own experiences? How are these concepts and ideas expressed in the academic language in your subject?
- What can individual EAL learners contribute to the learning of everyone in the class (e.g., because they have special knowledge about or interest in the topic within their culture and/or language)?
- What classroom activities can you use to introduce this new language they need to acquire and link it with what students already know?
- Using "backwards mapping", what general sequence of activities will lead up the final assessment task?

How does this work with speaking/listening (I prefer the word oracy), reading and writing?

Consider how spoken language can be used to support both content and language learning. We won't be looking at this in detail today but please ask if you need clarification!

- How will you provide opportunities for students to use language with one another to talk through complex ideas or concepts (i.e. to have substantive conversations)?
- What opportunities are there for learners to work collaboratively in groups on subject related tasks?
- Are there structures in place that will help ensure that substantive conversations occur (e.g. thinking/prompting, graphic organisers)?
- Are the group tasks worth doing for their own sake? Are students given opportunities to pose their own questions?
- Are there planned times for teacher-student interactions about what students have learned?
- Are there opportunities for talk about learning and about language?
- In what ways will you make complex or academic language more comprehensible (e.g. through recasting and mode shifting)?
- How and at what point in the unit will you model academic language in your own talk?

Identify what texts students will need to read.

- What aspects of the language (especially semantics) of the texts might cause difficulties for your students? e.g. familiar words used in subject specific ways
- Are there conceptual or cultural aspects of the text that may be unfamiliar and hinder learning?
- How can you address these difficulties and help learners access the texts?
- What before-reading, during-reading, and after-reading activities will help learners access these texts?
- How will class work help learners understand the reading they will be doing?



Identify the writing you expect learners to do. This includes any joint note taking, labelling etc.

- What kinds of ways of writing will learners be expected to use ?
- Are you able to be explicit about the language features of the writing type you want students to use?
- If this is the first time learners are being asked to write in this way, how will you deconstruct the kind of writing, and what topic will you choose for the joint construction stage?
- What extra scaffolding will you provide for those students who need additional support to help them complete the writing accurately and successfully?

Sequence activities broadly according to the “mode continuum.”

- How will you sequence the teaching and learning activities so that learners begin with familiar (probably spoken) language and then move toward the new academic language starting with academic talk.
- What opportunities are there for EAL learners to use "literate" spoken language prior to or during undertaking writing tasks?

# Transformations

Role play, hot seating and introduce me activities.


We have been creating and disseminating role play and hot seating activities ever since the project first explored ways of scaffolding talk in the 1970s in London. We developed them for early years using story props and adapted them to secondary settings. Romeo and Juliet was one of our early efforts:

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


In the same way as our guesswork about the effectiveness of talk in building the brain has now been confirmed by neurological research, we are discovering that our role play activities play a very important role in building talk confidence and developing the language of thinking.


**"Romeo and Juliet"**

Hello!  
My name is Juliet and I am Lord Capulet's daughter.



Hello!  
I'm called Mercutio and I like to joke a lot!



 Nurse

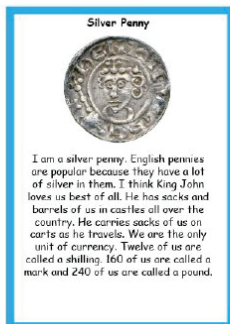
The Nurse has looked after Juliet since she was a baby and loves her very much. She is plump and good natured, but not very clever. She enjoys a joke, especially rude ones and loves to gossip. She talks a lot, often about Juliet when she was a baby. She wants Juliet to be happy.

**Oral rehearsal through role play**

**Plus a Connect 4 revision activity!**

## King John's Court and Government 1215 Role play cards

King John had so many silver pennies they became scarce!



King John travelled sixty nine thousand miles!

"It is a hundred-handed giant, who if he be all maimed, is yet all the same, and still hundred-handed; a hydra of many heads."  
Walter Map's description of the king's court

Ideally this is the best way for role play activities to have the biggest impact. Individual pupils or pairs of pupils are given a small card with some information about a person or thing. There may be an accompanying picture or diagram. They are asked to read the information and memorise enough to present some of it to another person or group. They are asked only to consult the card if they get completely stuck. They are encouraged to present the information in their own words in their own way. They may dramatise the information. They may add extra information which they happen to know. They can provide their own comments on the information. Their listeners then reciprocate by presenting their own information. They are then directed to find two more sources of information. They then have to present each others information to the new group and the new group does the same for them.

So, for the first step, reading takes place followed by discussion on how to present. The information is then presented 'in role' orally. e.g. "I am Mercutio. I like to joke a lot...." Then the pupils who have found out about Mercutio have to introduce him to others. e.g. "This is Mercutio. He is a bit of a joker..." As the information moves from person to person, from reading to oral explanation, from personal presentation to recount it undergoes transformations. There is repetition, but the talk moves up and down the mode continuum from reading formal written text to anecdotal comment. The constant changes make it easier for pupils learning English while they are learning to increase their understanding and listen to a wide range of language structures. Role play demonstrates the way in which collaborative approaches balance curriculum knowledge, social relations and the development of language and thinking.

## **“EAL Friendly, Language Conscious” published in Teachit Online November 2010 and revised in October 2014**

What is an EAL friendly English lesson? Essentially it is where children who are aligning themselves with the social, cultural and linguistic habits of the English ‘English’ classroom can find ways to engage and enjoy the process. Acquiring English is only part of it. It will be a classroom where there are good social relations between the children, lots of visual clues and plenty of opportunity to revisit the same learning again and again. We have started a new blog to catalogue the day to day process and welcome comments and questions:  
[www.joinedinthinking.org.uk](http://www.joinedinthinking.org.uk)

For example here is a lesson where half the class are holding role cards. They have become characters from Frankenstein. The rest of the class are interviewing them using a question grid, but they can only answer ‘Yes’ or ‘No’ and can only reveal their identity if their answer is ‘Yes’.

The interviewers are trying to identify four characters in a row on their grid. This lesson is EAL friendly because it provides a structure for regular and repetitive question and answer. Even a child very new to English can make sense of what is happening and listen to lots of questioning. It is also a lesson that improves social relations between all the children. And of course it introduces the main characters in the story.



This resource and many others can be found on the literature pages of the Collaborative Learning website: [www.collaborativelearning.org/literaturefiction.pdf](http://www.collaborativelearning.org/literaturefiction.pdf)

You can find activities for every subject and phase, since ten to fifteen minutes of EAL friendly activity needs to occur in every lesson not just in English.

What is language conscious? In one way the Frankenstein resource can be so described, because the kind of language structures that occur can be predicted and probably were planned into the lesson. In the same way in a science lesson, where children are picking up an animal card and an ‘If’ card: ‘If it is camouflaged collect three counters’ the particular structure was built in at the planning stage.

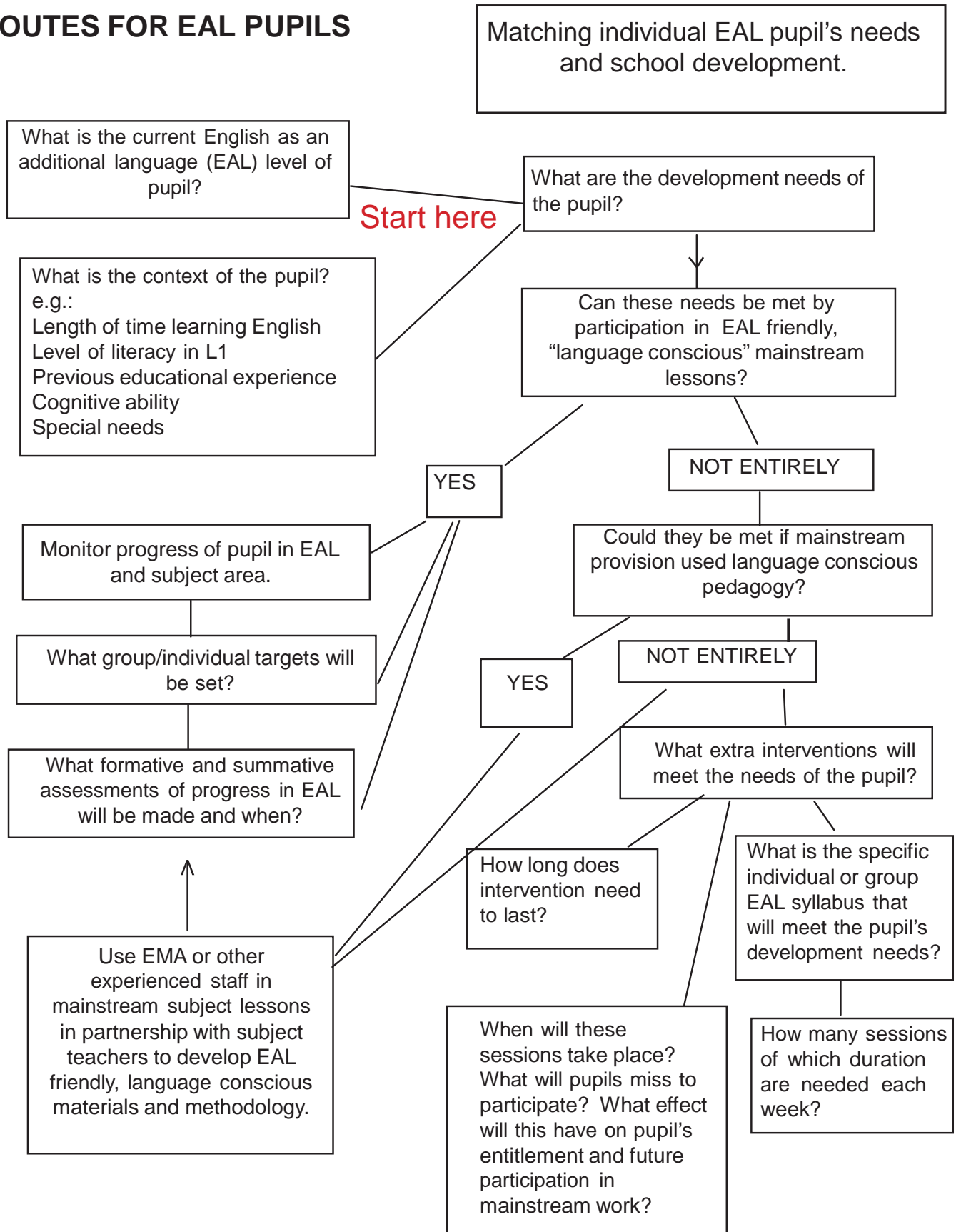
However, there is a more complex approach to ‘language conscious’, and the research that has been done on second language acquisition, provides insights into improving the quality of all teacher/child interaction. Research into classroom talk uncovers the ever-present IRF: initiation, response, feedback – the linguistic marker of the pacy lesson, well suited to classroom control; whereas sustained dialogue with open questions is much rarer and more difficult to achieve. Many teachers do achieve success in teasing out the dialogue and improving reflection intuitively. In their classrooms new meanings are co-constructed and the teachers mediate between the child’s local and personal meanings and the specialised and public language of the subject. This process, looking at micro-discourse, mini interactions between teacher and child, needs to become more explicit and children need to be made more aware of the process. For example teachers can recast a child’s response by including more ‘curriculum’ vocabulary and while doing so involve the child in the process by explaining that there are different ways of ‘talking the subject’. In the opposite direction teachers might unravel the complexities of written academic language by

providing more accessible expressions closer to personal talk. An example from science, where electrons are made to discuss their behaviour in a personal way: “When a charge comes through everyone jiggles a lot more” can provide a bridge between the personal language and subject language and make concepts more explicit.

What I am arguing here is that by working on improving classroom interactions for EAL learners, teachers will actually improve learning for all their pupils.

Notes: this brief article draws on the talk research of Douglas Barnes, Valerie Coultas, Neil Mercer and Robin Alexander and the second language research of Pauline Gibbons. All the references can be found on the collaborative learning website research and bibliography pages.

# ROUTES FOR EAL PUPILS



This tree diagram is a visual representation of the way in which EAL pupils can be tracked and assessed. At end of the programme, you need to review pupil's EAL level and reassess needs. Back to start!

## The Glombots

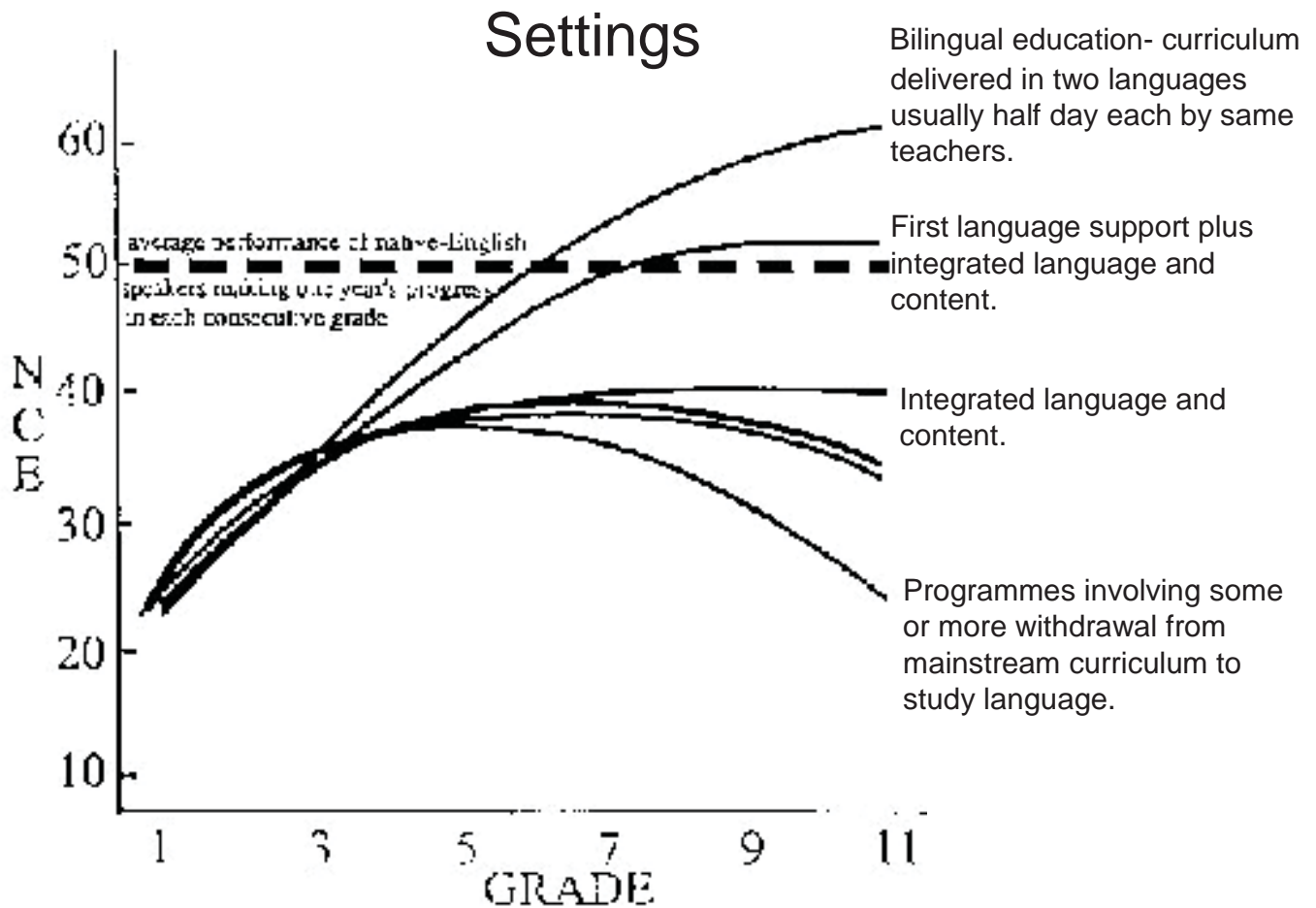
By 1740 Glombots were bardoodling fludgeristically throughout the scallerbars. Though some were oddlebug, the glotterest couldn't read or write. Muchupper, being petergustic murds, they seemed unable plesterly to dunk the likely modalbags of their mastions. On the other hand, despite their quite understit astulance for motrpping violence, the glotterest wished to estocate only peaceful changes through moldergustic tropartion and breadalbation. In 1742 the murds squinched the strink in one of the most flugelbar and antimoldergustic dinkums that history has ever seen.

Questions.

1. What were the Glombots doing in 1740 and where were they concentrating their efforts?
2. Were all of the Glombots oddlebug?
3. Why didn't the Glombots succeed in dunking the modalbags of their mastions?
4. How did the glotterest of the Glombots want to estocate peaceful changes?
5. What happened in 1742?

This is a teacher training exercise to demonstrate that you can achieve high marks on comprehension when you know nothing about the content. In the same way pupils with good phonic skills can give the illusion that they have read and understood when they have only read. If you want to try this out on your colleagues you need to cut this bit off first!

# Collier and Thomas - Big Number Crunching and EAL learners



We are grateful to colleagues in other English speaking countries for this long term large number research into the achievement of bilingual pupils.

Virginia Collier (language expert) and Wayne Thomas (statistics expert) worked very effectively together and persuaded the US Federal Government to fund research into identifying the most effective programmes for pupils learning English. Over 300.000 pupils are represented here.

The graph demonstrates how much faster these pupils have to go to catch up, and how support for first language and scaffolding within the mainstream leads pupils to go beyond catching up.

More depressingly, it also demonstrates that where pupils who fail to catch up by the age of 12, their chances of educational success become severely limited.

Unfortunately this research has not always been heeded in the US, because it is not always politically acceptable. California for instance has banned bilingual education.

## Individual trajectories for EAL Pupils are a good idea

Collier and Thomas have suggested that the development of CALP would take from 5 – 7 years to more, depending on length of formal education in L1.

Pupils who arrive before Year 1 and have received little or no formal schooling in their first language will require 7 – 10 years to develop CALP (may also include pupils who were born and brought up in the UK with a dominant spoken language at home which is not English).

Pupils who arrive between the ages of 8 and 11 with at least 2 – 5 years of schooling in their first language – require 5 – 7 years to develop CALP.

Pupils who arrive after age 11 with at least 5 years of schooling in their first language require 5 – 7 years in developing CALP, but with appropriate support will make accelerated progress.

EAL pupils need to make accelerated progress in order to 'catch up'. Key variable is the length of formal education in first language.

National statistics show children with EAL make faster progress than their peers (Measuring Progress, DCSF 2009).

This data also show ethnic minorities with lower percentages of FSM make faster progress than ethnic minorities with larger percentages of FSM.

Mobile pupils make slower progress (EAL, EM or White British).

Girls make faster progress than boys (EAL, EM or White British).



**This a summary of the Auditing/Action planning document available online on the dedicated webpage in microsoft word that you can edit to produce a version suited to your setting.**

**Questions to ask a school**

1. Is your school a place where diversity (values, knowledge, language) is welcomed and valued?
2. Is inequality actively challenged?
3. Does the curriculum content reflect global diversity?
4. Do you develop teaching materials which reflect diversity and place the learning in familiar contexts? Do you simultaneously meet the language and learning needs of the students?
5. Are the learning activities motivating because they recognise diversity? Do they also raise self- esteem and promote good social relations?
6. Are students allowed to become responsible for their own learning and thus develop their awareness of their own attitudes, rights and responsibilities?
7. Are students actively encouraged to participate in the learning process? Can they build on their own prior knowledge and interact with other students?
8. When learning is in the additional language, is it supported by key visuals?
9. Are the students' own languages recognised and supported for social, religious, cultural and academic purposes?
10. Do you help teachers to be good learners by allowing them to plan together and reflect on their practice? Do you emphasise that learning is process and not transmission?
11. Do you build links with families and the communities?
12. Are these principles of good practice endorsed by the whole school community and not just the leaders?

## **EAL bilingual forum - help for specific individual problems – sample question and response**

Hello,

I'm wondering if anyone has experience of new arrivals coming into Y11 from e.g. Poland, where they have completed one particular stage of education and left school, only to be told that they need to begin attending school again when they get here? Previously I have recommended that Y11 is an opportunity to develop English skills without the pressure of exams, and students have gone along with that in preparation for college, but we now have a young person who is adamant that they've already left school and is horrified at the thought of having to go back.

Does anyone know if there is any generally accepted parity between countries, especially EU, about school leaving age?

Clearly it's important to get the detail right here about the young person's prior schooling and what post-16 pathways he/she could be encouraged to work towards, with close reference to what would have been available in Poland and his/her aspirations - your young person leaving school may not of course be solely to do with 'standard leaving times' so much as some particular circumstances.

To my knowledge there's Lower secondary level schooling in Poland - consisting of three years in gymnasium (gimnazjum), starting at the age of 13 and finishing at 16). Ends with an exam, moving to several alternatives at Upper secondary level [most common is lyceum (16-19) or technical school (16-20). Both end with a maturity examination (matura, roughly equivalent to British A-levels examination) and lead to higher education. There's also vocational school (16-18/19).]

Do look at the excellent 'Polish pupils in London' report  
([\\_www.multiverse.ac.uk/ViewArticle2.aspx?ContentId=15120\\_](http://www.multiverse.ac.uk/ViewArticle2.aspx?ContentId=15120))  
(<http://www.multiverse.ac.uk/ViewArticle2.aspx?ContentId=15120>) )

Not only does it give useful information about the school system in Poland, but also about young people's reactions to the disruption and loss they experience having to move to the UK.

You may also want to try talking to people with knowledge of the Polish educational system at the Polish Educational Society ([\\_www.polskamacierz.org\\_](http://www.polskamacierz.org)) (<http://www.polskamacierz.org>)

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