

# Outstanding EAL Teaching

Presented by **Stuart Scott**

## Post Course Support

To access your post course support:

Go to: **<http://osiriseducational.co.uk/postcoursesupport>**

Login: **User ID** – this is on your order confirmation or delegate pack  
**Password: ClubOsiris1**

Your most recent course(s) will be listed on the homepage

If you have any problems logging into the site please contact our friendly support team free on **0808 160 5 160** or email us at **[care@osiriseducational.co.uk](mailto:care@osiriseducational.co.uk)**



The UK's number 1 choice for CPD training

Giving you the **national perspective**

We run more than **1,000 course dates**  
across **33** locations throughout England and  
Wales

Over **23,000 delegates** will have  
received our training this year

**We have a broad range of courses  
covering everything from...**

**Early Years to Further  
Education**

**Classroom Assistants to Head  
Teachers**

**Numeracy and Literacy to  
Business Studies and Computer  
Science**

Not literally or we would have very big hands!

Our trainers have been hand-picked for their  
dynamic delivery, **expert**  
**knowledge** and  
**pedagogical insight**

All our courses can be delivered by expert trainers  
in your school

**Training suited to your**  
**needs** and your **budget**

Find out how you can have any course or  
requirement covered by our In-School Training team



**Call the team on 01790 755 783**

Here are some lovely words from previous delegates...

*“Absolutely **inspirational**, very clear, interesting and well presented. I always **feel positive** after Osiris courses.”*

Miss Anne Woodall, Whitcliffe Mount School

*“I would always pick an Osiris course over an unknown provider as I am confident in the **quality of presenter, admin, [and] venue.**”*

Mrs Laura Dalton, Forest Prep School

*“[Osiris courses] have been excellent, **thought provoking** and very interesting. All make me want to get back to my class to start implementing **new ideas.**”*

Mrs Lisa Wilkinson, Banks Lane Infant School

**Visit our website for the full range of courses and services that we offer**



**[www.osiriseducational.co.uk](http://www.osiriseducational.co.uk)**

**Free resources and expert articles and tips:**



**@osirisedu**



**Like our page on Facebook**



**[www.osiriseducational.co.uk/osirisblog](http://www.osiriseducational.co.uk/osirisblog)**

# Contents

Page	1	Timetable
	3	PowerPoint Presentation
	23	Course Handbook
	51	Notes





# Timetable

09:30	10:00	Registration and refreshments
10:00	11:10	<b>Session 1</b> <ul style="list-style-type: none"><li>• Who are your EAL pupils?</li><li>• What are the vital differences between them?</li><li>• What do they have in common?</li><li>• Audit, initial assessment and induction</li><li>• Frameworks for tracking pupil progress</li></ul>
11:10	11:30	Break for tea/coffee
11:30	12:40	<b>Session 2</b> <ul style="list-style-type: none"><li>• Looking at EAL friendly classroom practice and its theoretical underpinnings</li><li>• What classroom practices best deliver integrated language development and curriculum development?</li><li>• What is distinctive about EAL?</li></ul>
12:40	13:30	Lunch
13:30	14:30	<b>Session 3</b> <ul style="list-style-type: none"><li>• What is language conscious pedagogy?</li><li>• How can staff improve classroom dialogue?</li><li>• What is recasting and mode shifting?</li><li>• How can writing be scaffolded?</li><li>• How outstanding practice can be developed through dialogue</li></ul>
14:30	14:45	Break for tea/coffee
14:45	15:30	<b>Session 4</b> <ul style="list-style-type: none"><li>• Why and how every member of staff has a role to play</li><li>• Why and how the whole school community (parents, governors) has a role to play</li><li>• How community cohesion makes a difference</li><li>• Opportunity to draft an action plan</li></ul>
15:30	15:40	Evaluation and post-course information

NB. Contents and times may be subject to change



# Outstanding EAL Teaching

## Overview

### Language and Learning in Context

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

- Session One: Know your EAL Pupil, plus ten key ideas for including EAL beginners in mainstream classrooms
- Session Two: EAL Friendly Classroom Practice
- Session Three: Language Conscious Pedagogy
- Session Four: From Good to Outstanding

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### Know your EAL Pupil

New arrivals or  
Pupils from established communities

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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### **Know your EAL Pupil**

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 EAL Nexus site and NALDIC website together with useful podcasts

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### **EAL Teachers run a Supportive network**

- Join the EAL Bilingual Forum
- British Council EAL Nexus Initiative
- National Association for Language Development in the Curriculum (NALDIC)
- Use, Tweak or Develop Collaborative Learning Project activities.
- Joined in Thinking: a helpful new arrivals blog

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### **Including EAL Beginners in Mainstream Classrooms Ten Key Ideas**

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

**Key idea 1**

# HELLO

- The golden hello – makes sure the child feels welcome
- The most powerful tool in your toolkit

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

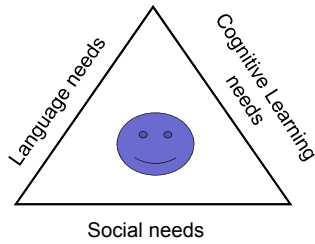
---

---

---

**Key idea 2**

Balancing the needs of EAL beginners



© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---



If only language needs are met (provision outside the mainstream classroom) children will be:

- technically proficient
- socially isolated
- dependent on adults
- unable to apply language across the curriculum
- prevented from making progress

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

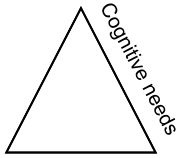
---

---

---

---

---



- If only cognitive needs are met children will be:
- developing concepts and ideas
  - less able to understand questions
  - unable to use language to participate and achieve
  - socially isolated
  - prevented from making progress to achieve potential




---

---

---

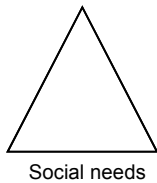
---

---

---

---

---



- If only social needs are met children will be:
- probably happy and secure
  - acquiring BICS and may appear fluent
  - unable to use curriculum language and to participate fully at higher levels
  - prevented from making progress to achieve potential




---

---

---

---

---

---

---

---

**Key idea 3**

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




---

---

---

---

---

---

---

---

### Key idea 4

#### Communication Champions

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

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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

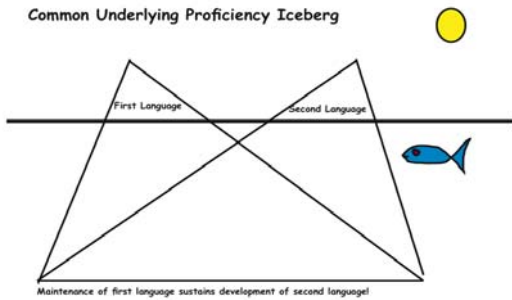
---

---

---

---

#### Common Underlying Proficiency Iceberg



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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### Key idea 5

#### Social ball bearings help things roll

- “Please”, “Thank you” and “Can I have?” are essential first things.
- 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.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### Key idea 6

#### 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.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### Key idea 7

#### Independence is all

- You can only do it if you understand it and can do it yourself. There is a great deal of "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)

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

We went

to  
on

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

.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

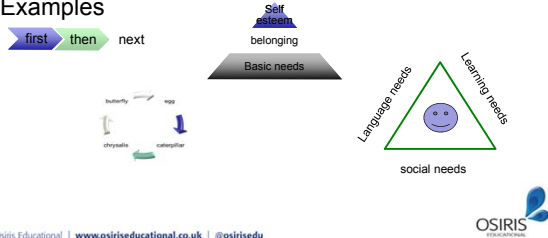
---



**Key idea 8**

**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



© 2014 Osiris Educational | www.osiriseducational.co.uk | @osirisedu




---

---

---

---

---

---

---

---

**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

© 2014 Osiris Educational | www.osiriseducational.co.uk | @osirisedu




---

---

---

---

---

---

---

---

**Key idea 9**

**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.

© 2014 Osiris Educational | www.osiriseducational.co.uk | @osirisedu




---

---

---

---

---

---

---

---

**Key idea 10**

**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.



---

---

---

---

---

---

---

---

**Some Key Concepts For Teachers**

- Pedagogy
- Settings
- Teaching of language structures
- Providing opportunities for exploratory language
- What is EAL Friendly?
- What is Language Conscious?



---

---

---

---

---

---

---

---

**Lev Vygotsky**

The construction of knowledge is a social process

Bridging the zone of potential development with guidance via spoken language from 'others' (teacher or more capable peer)



---

---

---

---

---

---

---

---

### Cognitive Scaffolding

Carefully structured interventions to bridge the gap between what a child can do unaided and what they can do with the support of others.

Development of thinking; not from individual to social but from social to individual.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

“When children learn language they are not simply engaging in one type of learning among many, rather, they are learning the foundations of learning itself”  
(Michael Halliday)

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### 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”

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## Speaking and Listening

84% of classroom talk is asymmetrical

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## Teacher – Pupil Communication

- 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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## 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)

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## 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?

© 2014 Osiris Educational | www.osiriseducational.co.uk | @osirisedu




---

---

---

---

---

---

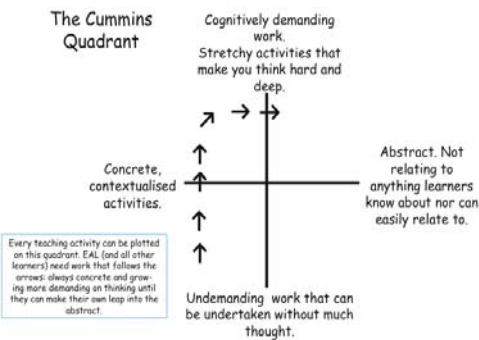
---

---

---

---

### The Cummins Quadrant




---

---

---

---

---

---

---

---

---

---

## EAL Friendly Collaborative Learning 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

© 2014 Osiris Educational | www.osiriseducational.co.uk | @osirisedu




---

---

---

---

---

---

---

---

---

---

## Let Me Introduce

How does it work?

1. Pupils read a role card and try to become card independent by memorising some information.
2. Pupils find one person with the same colour card.
3. Each one introduces themselves "I am....."
4. The pair then finds another pair – now they introduce their partner so it is no longer "I am" but has become "This is ..... they...." in pupils' own words.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## Classroom Practice

- 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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## Classroom Practice Construction of new meanings

- Visual/kinesthetic support for concept development
- Opportunities to value prior knowledge
- Supportive environments to formulate new ideas
- Opportunities to rework/reword ideas and provide time for reflection

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

## Classroom Practice Construction of new meanings

- Opportunities to revisit learning in attractive ways
- Templates for pupils to develop their own activities
- Scaffolds talk at all levels simultaneously
- Provides tasks that model thinking processes
- Transformation of information

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---

## 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.*

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---

### 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!)

 serra a saw	Things I would wear	Things I would attach to me.	 scutum a shield
 purses et navacula purse and razor			 sacculus et salarium a purse and wages
 falx a sickle	Things I would carry in my hands	Things I would carry on the pole.	 pilum murale a carrying pole
 colobna a pickaxe			 duo viti two sharp-pointed stakes

---

---

---

---

---

---

---

---

### Making an EAL Friendly Activity

- Provide pictures and labels.
- Provide a sorting grid to organise ideas.
- Add in a game element to re-inforce and practice.
- Once pupils have a grid a game can be played where a spinner is turned. Each section corresponds to a grid section and items are added one by one. The first to be ready is the winner.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### Let Me Introduce

How does it work?

1. Pupils find one person with the same colour card.
2. Each one reads out their card which begins "I am.."
3. The pair finds another pair – now they introduce their partner so it is no longer "I am" and has become "This is ..... they...." in students own words.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### Let Me Introduce

Why does it work?

- Opportunities to deliver curriculum content
- Practice in reading > reading aloud
- Process of listen > understand/think > construct speech in own words
- Communication and interaction is integral
- Students work with many others
- Possible application across many topics/subjects

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

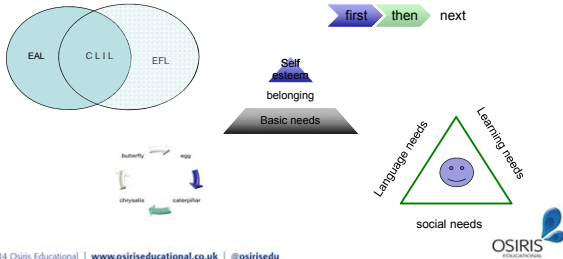
---

---



## What is a **Visual Organiser**

- A visual organiser or key visual is a diagrammatic way of organising and presenting an idea.
- It is not a photograph or illustration.
- Examples



© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---

## 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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---

## Sorting Cards onto a Visual Organiser Why it works

- Opportunities to explore vocabulary
- Practice in explaining concepts
- Opportunities to expand mental models
- Visual organisers structure thinking
- You can reinforce the organisers with games

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---

### Barrier Games

- Barrier games are games where one person (or pair) has half the information and the other person (or pair) has the other half
- Complete information sets can be obtained by asking questions or by passing on information

*Familiar informal examples would be battleships.  
The deduction game "20 questions" is also related*



---

---

---

---

---

---

---

---

### Barrier Games

Why do they work?

- Opportunities to deliver curriculum content
- Practice in reading or interpreting data
- Practice in questioning
- Communication and interaction is integral
- All students must participate
- Possible application across many topics/subjects



---

---

---

---

---

---

---

---

### Make your own

Work in 2's.

Decide on a content.

Add information to half the squares on your grid. Add information to the corresponding empty squares on your partners grid.

Now swap with another pair and try them out.



---

---

---

---

---

---

---

---

### Clue Cards to make Experts

- In this variation pupils work as a group. Each person has some information which is essential.
- The group then work together to complete a joint task.

*Examples "Indus Valley" "The Wilsons"  
"What Can You Grow?"*



---

---

---

---

---

---

---

---

### Information Gaps/Expert Groups

Pupils work in a group to understand some information. They are then regrouped to work with pupils who have learnt something else. Each new group should have a complete set of information by the end.

Jigsawing

A term used to describe the grouping and regrouping.



---

---

---

---

---

---

---

---

### Information Gaps/ Expert Groups/Jigsawing

Why do they work?

- Opportunities to read/listen/talk
- All pupils must participate
- Learning is carried and recalled to support embedding
- Opportunities to differentiate
- Easy to organise
- All pupils have their own set of complete information to support subject knowledge tasks



---

---

---

---

---

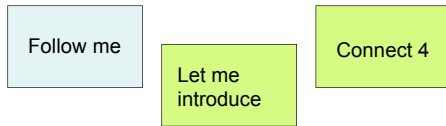
---

---

---

### Recap – What did we learn?

- a potentially useful activity



- Which is the odd one out and why?



---

---

---

---

---

---

---

---

### How are activities planned?

- What do we want the children to know?
- What kinds of thinking do we hope they will practice?
- What kinds of language do they need?  
Necessary language and potential language?
- What key visuals best produce the thinking and the language?
- Can we make our activity sociable?



---

---

---

---

---

---

---

---

### A list of different kinds of thinking demands

Classifying-Comparing-Contrasting-Defining-Describing-  
Estimating-Evaluating-Explaining-Formulating hypotheses-  
Generalising-Infering-Interpreting data-Judging-Justifying  
opinions-  
Labelling-Measuring-Noting a process-Ordering  
chronologically-Ordering spatially-Predicting-Problem solving-  
Rank ordering-  
Recommending-Testing hypotheses-  
Understanding and applying cause and effect-Understanding  
and applying rules and strategies

**Far too many to keep in your head while planning lessons.**



---

---

---

---

---

---

---

---

Classifying	Reasoning	Justifying an opinion
<b>Reduced to six key thinking skills.</b>		
Describing	Sequencing	Decision making

---

---

---

---

---

---

---

---

<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>

---

---

---

---

---

---

---

---

<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.

---

---

---

---

---

---

---

---

**If you don't cover all the thinking skills  
the language that expresses it will not  
occur in context.**

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### **Classroom Practice Language Conscious Teaching**

It is essentially in the discourse between teacher and pupils that education is done, or fails to be done. (Edwards and Mercer 1987)

When teachers go out of their way to avoid offering to pupils help in making sense of experiences ... the consequence may be that the usefulness of the experience is lost. (Edwards and Mercer 1987)

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

### **Oracy**

The way we speak changes the way we think.

We need to model speech that moves away from everyday language towards academic (curriculum) language

Escaping from IRF (Initiation, Response Feedback)

Pose Pause Pounce Bounce

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

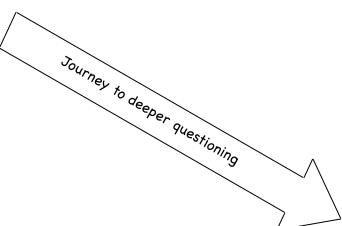
---

---

---


---

---

Question Grid	Is? Does? Present	Did? Past	Can? Possibility	Could? Probability	Could? Prediction	Might? Imagination
What? Event						
Where? Place						
When? Time						
Who? Person						
Why? Reason						
How? Meaning						

A big thank you to John Sayers and David Didau for this grid. They both run lively blogs.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---


---

---

### Classroom Practice 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”

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---


---

---

### Classroom Practice Language Conscious Teaching

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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu




---

---

---

---

---

---

---

---

---

---

**From Good to Outstanding**

What are students doing when they are engaged in intellectually challenging learning?

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

**From Good to Outstanding**

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

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---

**From Good to Outstanding**

Students shift between concrete knowledge and abstract theoretical knowledge.

© 2014 Osiris Educational | [www.osiriseducational.co.uk](http://www.osiriseducational.co.uk) | @osirisedu



---

---

---

---

---

---

---

---



**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.



---

---

---

---

---

---

---

---



## Introduction

Our day together is going to be a predominantly practical one. Since, as professionals, it is as important to know **why** we choose a strategy as well as **how** to implement it, this booklet presents extracts from the research which supports the best practice for EAL. It also provides training resources you can use with colleagues back in school. I have also prepared a dedicated webpage which contains everything you encounter on the day.

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. 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.

There is an emphasis in the classroom practice presented on the day on providing visual representations of complex ideas: e.g. key visuals, graphic organisers. I have therefore used the same techniques to clarify educational theories and practices.

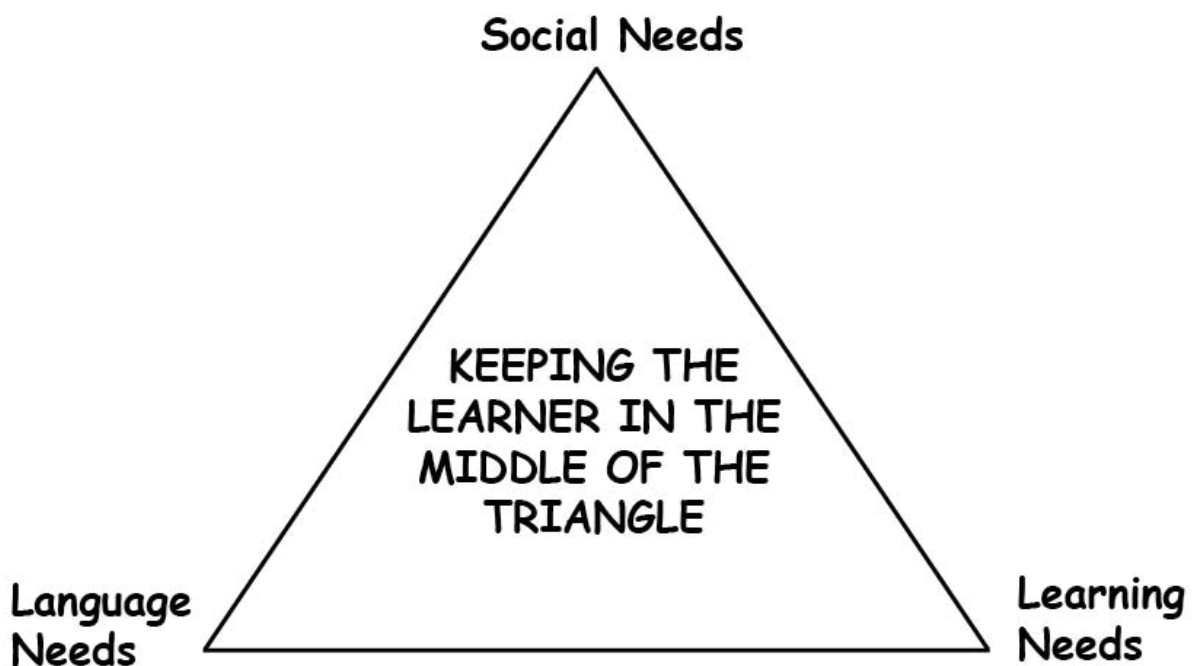
Each of the sessions we cover today could easily fill a day or more. I hope, however, that I will be able to provide for you the best tools for further development. For those of you who have the inclination (and the time!) to read more please go to the linked websites. Also I am always happy to answer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

Stuart Scott

## 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.

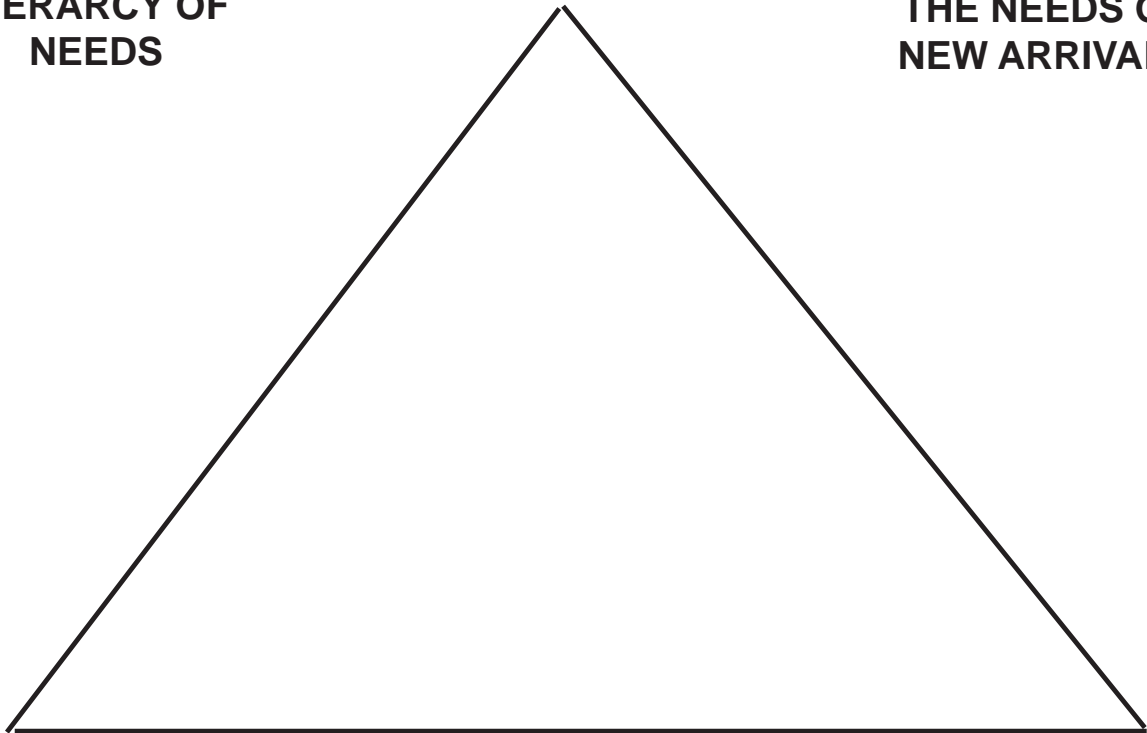


When pupils arrive with little or no English, there is a temptation to over emphasise work in this area and neglect other needs. Intensive language work is best provided in short bursts at times that do not interrupt learning or contact with peers e.g. at registration.

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.

## 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.		

## **Know Your Pupil: Pauline Gibbons, Australia, explains that the only thing EAL pupils have in common is that they are all different!**

There is a wide variety of terms for the group of learners that are the focus of this book. In North America, Australia, and the U.K. they are described variously as limited English proficient (LEP); language minority; English as a second language (ESL); English as a new language (ENL); non-English-speaking background (NESB); bilingual; language background other than English (LBOTE); and English as an additional language (EAL). Students who are described in any of these ways are a very diverse group. Some may be highly literate in their mother tongue, others may have little or no literacy in any language. Some may have come from war-torn countries as refugees, others may come from families who have chosen to immigrate to improve their lives economically or to offer their children more life choices. Some may be fluent in the conversational aspects of English; others may have some English literacy but little experience in using spoken English. Some may be newly arrived in the country; others may be second-generation migrants who have not had an opportunity to develop the more complex aspects of literacy. Some may come from families who have had experience of tertiary education, others may be the first in their family to attend high school, or school of any kind. And within these diverse groups there will be diversity too in their social and economic situations and in their expectations of schools.

In this book I have used the term EL learners or ELLs because this term focuses on what all the students in an otherwise very diverse linguistic, cultural, and socioeconomic group have in common. For the purposes of this book I also borrow from the inclusive description by those who describe them as “students who come to school with a first language other than English and whose opportunities to fully develop English literacy to grade level have not yet been fully realised”. Finally, the use of this term more clearly distinguishes the learners from the learning programme itself.

But while there is a range of terms in use, most writers in the area agree that unmediated instruction for EL learners is not equitable: indeed treating all students equally, and thus ignoring differing starting points, is virtually guaranteed to produce unequal outcomes at the end of schooling. Among the potentially most educationally disadvantaged students are those for whom English is not their first language but who, having been born in the host country, have not developed literacy skills or high-level language skills in their first language. Other EL learners may end up spending a lot of their school life in lower-track/lower-stream classrooms, and even those who do receive some English language support may have been exited from EL or bilingual programs at a point when they are still not as proficient in academic language as English native speakers at the same grade level. And increasingly, students entering the work force require higher levels of literacy than ever before, well developed communication skills, and the ability to solve problems, think creatively, and make informed decisions. Measured in terms of factors such as secondary school completion rates, participation in advanced classes, and post secondary pursuits, it has been suggested that the million-plus young ELLs in the United States are less successful than their native-English-speaking peers. Similarly in the U.K. and Australia, certain groups of learners traditionally fare less well in the school system.

From “English Learners, Academic Literacy and Thinking” - Pauline Gibbons 2009 This book has not published in the UK but can be found on line! Pauline’s other excellent books are available here.

## **I wrote this article for NATE “Classroom” in 2011 and revised it in 2014 [www.nate.org.uk](http://www.nate.org.uk)**

Are there pupils in your class who “have EAL”? Described like this it sounds a bit painful – like impetigo or athlete's foot. Something that needs to be cured? Something that requires an expert to deal with? Certainly when I started working with pupils new to English in the 70's in London, I was given a broom cupboard (still containing some brooms and mops and a bucket!) and a timetable where pupils were supposed to come to me in twos and threes for me to pour my English into them. In the rest of their classes they were sitting often isolated from other pupils “listening in” to the curriculum language of their teachers, and the lively bubble of London English buzzing around most of their classrooms.

Up to that time I had mainly worked with adults; teaching English to university students in other European countries and organising the teaching of Chinese, Arabic and Japanese in the U.S. to students who wanted to acquire these languages rapidly. I knew that to learn a language intensely in isolation was very painful and required enormous commitment and dedication plus being able to tolerate ridiculous repetition of little bits of language out of context. I had learnt my Spanish this way and can still remember having to say “My father has put the monkey in the well” over and over again to improve my Spanish pronunciation.

I knew that the pupils visiting my broom cupboard were not going to thrive with a watered down version of adult language learning. They were picking up their conversational English in the playground. Or to be accurate, only some of them were, because some wanted to make friends and find space and opportunity to interact. Others remained silent and alone and learned enough swear words to build barriers around themselves. Those pupils who already had some knowledge of the culture of school made good progress in lessons where they could engage with the learning. For instance a group of Kosovan pupils knew their Shakespeare well and turned out to be brilliant at hot seating. As the teacher in the school designated as “EAL expert” I had a straightforward task. I had to discover exactly how each EAL pupil could best achieve, and I knew that they were all going to present different backgrounds, strengths and weaknesses. I also had to persuade every other teacher in the school to be prepared to help me, because I was not going to be able to succeed alone. I was out of the broom cupboard in a week, but I am still working on the straightforward task.

How about theory and research? Most of the long term research on EAL has not been carried out in this country – most of our research involving minorities has been short term and/or politically motivated. So many thanks to our colleagues in other English speaking countries! In brief the research shows that provided children are able to learn in an EAL friendly, language conscious environment they can catch up with children born of English parents. In fact there are lots of indications that being bilingual helps you to think better; it apparently delays the onset of senility. You can hold the ideas in one language up as a mirror in front of the ideas in the other. The research also shows that if you can learn some of the time in your first language and use it for thinking then your progress in English is more rapid.

So here is the off the peg advice. First: ways to create the EAL friendly classroom! Read to your pupils regularly; make the sessions short, but keep them frequent. They need to listen to good role models. You might want to use colleagues to help you and if you have the chance of a colleague working with you regularly set up formal and not so formal dialogues again to provide models of language in action. Try dictagloss. Increase the opportunities for talk between pupils; not in big time lumps, but little and often, five minutes here and ten minutes there. What you need to do is coax pupils to grow their conversational English into 'curriculum' English.

Try to set up opportunities for pupils to share what they know already, or if that proves difficult to begin with, set up activities where pupils learn something short and memorable, and then have to soon afterwards pass the knowledge on 'in their own words' rephrasing and changing vocabulary.

Barrier activities, where half a group has one half of the information and the other half has the other half, means they have to exchange with each other to gain a complete picture. Set up problem solving mysteries where all the clues are spread around the class and pupils need to share information to find the solution. Wherever there are words for an idea, try to match them with some kind of visual version. Charts, matrices, Venn diagrams, tree diagrams can all be used as visual, tactile representations of ideas and are extremely helpful in focussing talk around the topic you want to be discussed. Think of ways of introducing abstract ideas in solid tangible ways. Try to devise ways for pupils to revisit their learning in a variety of different play like ways. Also devise activities where pupils can step back and study the language they are learning; language rich activities about language. You can find lots of real examples (there is no room for them in this off the peg article) on the Collaborative Learning website and the linked sites for the English classroom and maybe more importantly for the maths, science and every other classroom.

Our education system values writing above everything else, and the rush to writing is more than likely to put a strain on the English language development of EAL pupils. Since the journey from conversational English, through spoken curriculum English is always too hasty, EAL pupils will reveal in their writing, evidence of the influence of their first language and an over-generalisation of language making rules. They just have not had the time to sort out all the exceptions. This evidence does not completely disappear even when they are deemed to be fluent. These influences are difficult to detect when you are not aware of the first language(s) a pupil speaks. The marking and response to their writing needs to be very sensitive to this. You have to distinguish English in development from mistakes that do need to be addressed in your teaching. The most effective way to do this is to share and discuss your pupil's writing with colleagues regularly. If you need more guidance on this I will need to write another longer piece than this one!

This brings me to whole school issues. You can with effort produce an EAL friendly classroom, but if this classroom is not in an EAL friendly school then a lot of your effort is in vain. EAL pupils need advocates. They need EAL friendly lessons in every subject right through the day. Senior managers need to understand that learning English while you are learning in English is not a quick fix that can be dealt with by one post of responsibility. It requires a whole school commitment to improving the way in which pupils work with other pupils. The way in which teachers talk to each other and talk to their teaching assistants, can affect the way in which pupils behave with each other. I recently worked in a school where the pupils speaking Polish worked with only the other Polish speaking pupils. Other pupils stayed in fixed friendship groups which they would only leave reluctantly under protest.



Once the staff agreed to improve the ways they themselves worked together, the pupils became more willing to move out of friendship groups adopt a school policy that everyone would work with everyone else at some point in a week. This move towards community cohesion improved the English progress of the EAL pupils. How you approach these issues will depend on how you are regarded in your school and on your position. You may need to be a devious advocate or maybe a commanding one. But be an advocate!

EAL pupils need an environment rich in talk . Many of us will argue that such an environment is good for all learners, especially those of us that believe that learning is created through dialogue and not banked by quietly and obediently gathering the wisdom of the old. However, it is important to remember that in this country rhetoric was never one of the three R's. Our culture of education, unlike that of mainland Europe, does not rate dialogue highly. The most recent political interference in literacy and standards has reduced the quality and quantity of classroom talk, and it can be argued that English classrooms were more EAL friendly in the 90s before the Oracy Project was closed down and LINC banned and subsequently distributed by samizdat.

This short list of tips can only begin to move you from “off the peg” to “made to measure” for your pupils.

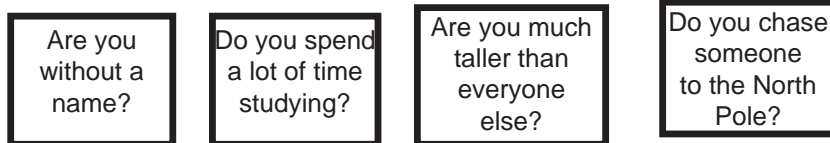
However, all my colleagues, who work with me supporting EAL pupils, are very good at supporting each other and very happy to share their work with you. You can access all the research and dialogue about EAL through our professional association NALDIC (National Association for Language Development in the Curriculum): [www.naldic.org.uk](http://www.naldic.org.uk).

You can find teaching materials and links to EMA (Ethnic Minority Achievement) Teams on the Collaborative Learning Project site: [www.collaborativelearning.org](http://www.collaborativelearning.org) and its accompanying blog to support new arrivals [www.joinedinthinking.org.uk](http://www.joinedinthinking.org.uk).

## “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’.

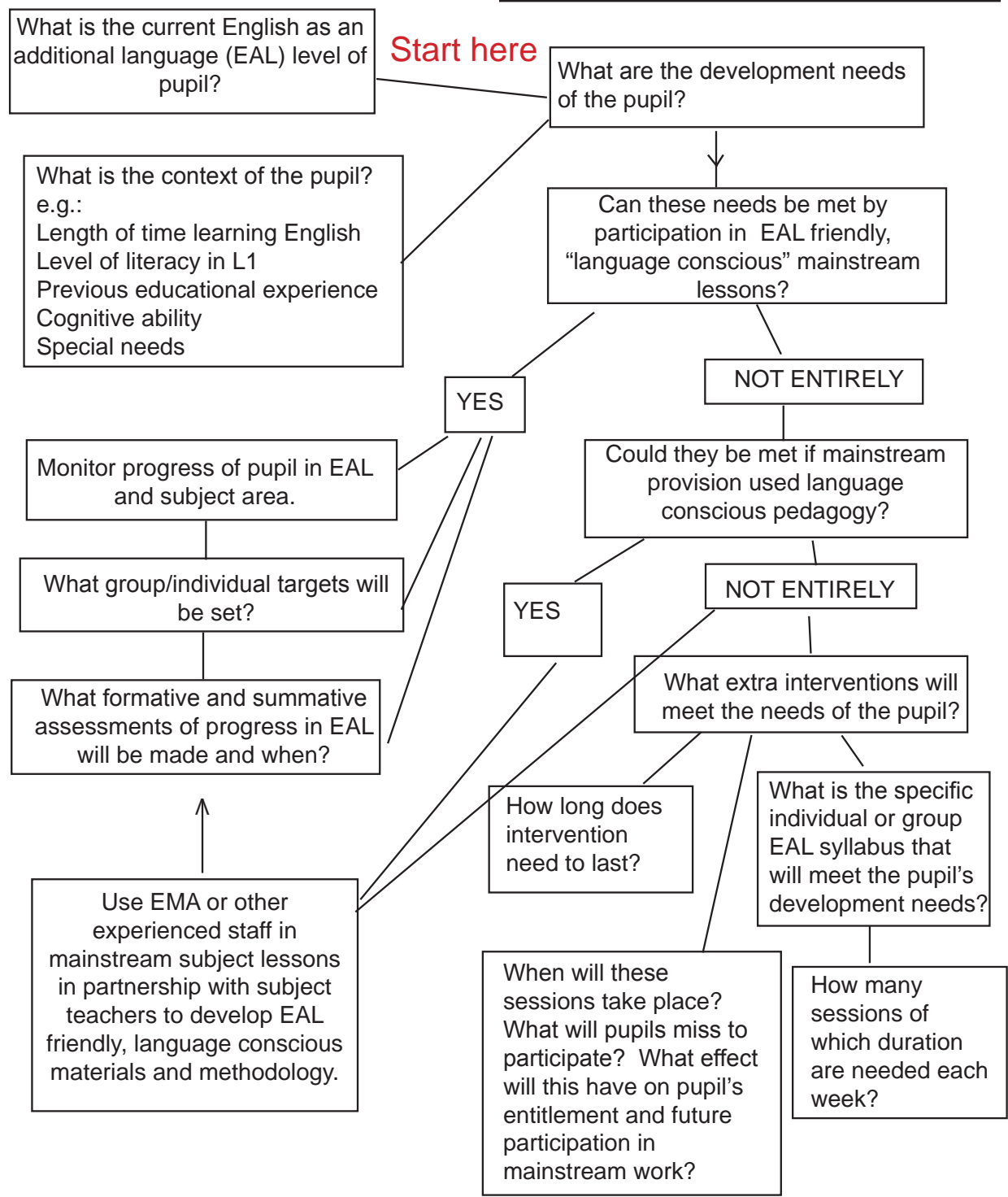
In the opposite direction teachers might unravel the complexities of written academic language by providing more accessible expressions closer to personal talk. An example from science, where electrons are made to discuss their behaviour in a personal way: *“When a charge comes through everyone jiggles 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

Matching individual EAL pupil's needs and school development



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

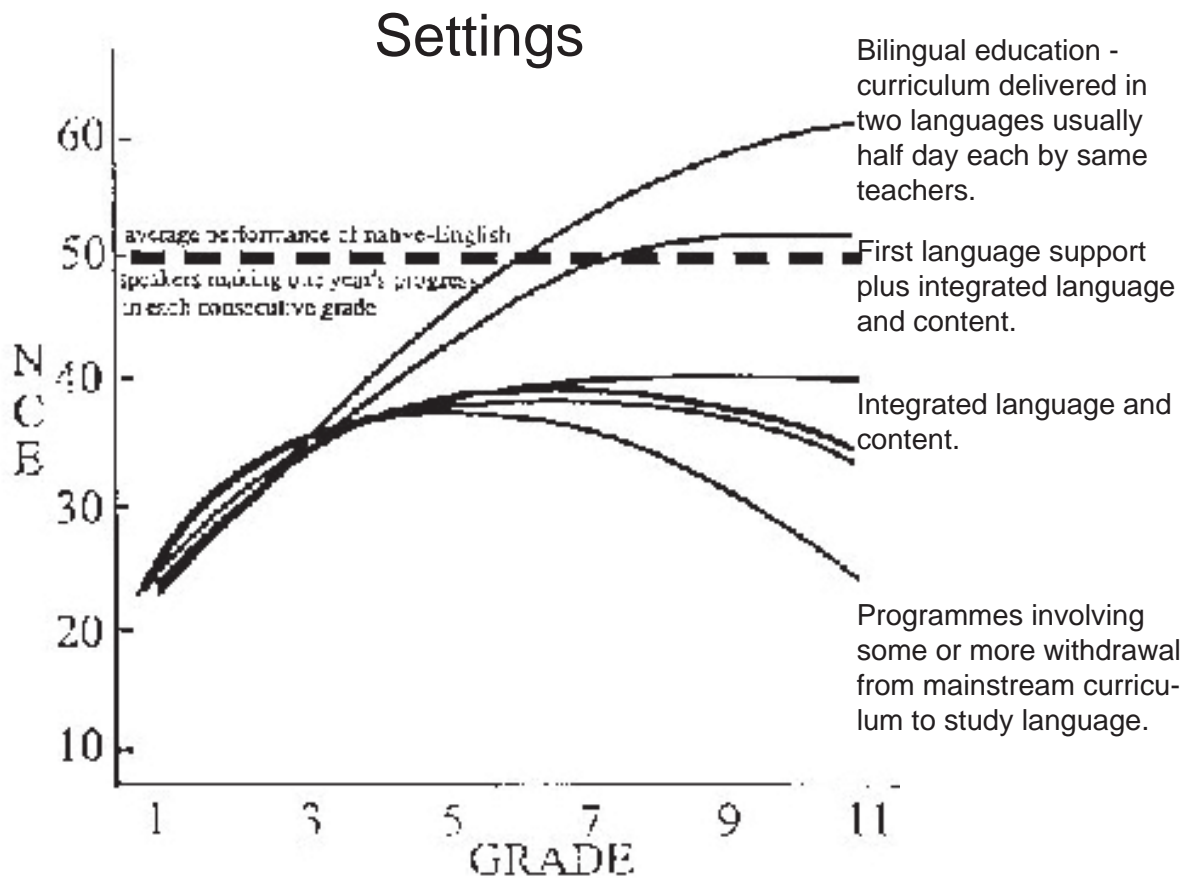
By 1740 Glombots were bardoodling fludgeristically throughout the scallerbars. Though some were oddlebug, the glotterest couldn't read or write. Muchupper, being petergustic murds, they seemed unable plesterly to dunk the likely modalbags of their mastions. On the other hand, despite their quite understit astulance for motrpping violence, the glotterest wished to estocate only peaceful changes through moldergustic tropartition and breadalbatation. 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.

## Sample Local Authority Advice

Most local authorities have closed down their support services for EAL pupils but you can find links to those that remain on the Collaborative Learning website.

### Provide Visual Support

Provide as many visual clues as possible to the meaning of the words that you are using.

Use objects, pictures, diagrams mime, drama etc. to help to make demonstrations, explanations and instructions more comprehensible to EAL learners.

Use artefacts and pictures to allow pupils to make connections between the words they hear and what the word represents.

### Provide Plenty of Opportunities for Listening and Speaking

Bilingual learners need a great deal of experience of hearing English which is potentially comprehensible. In effect this means not a diet of 'simple' or meaningless English, but the opportunity to engage in structured discussion activities.

Plan and organise structured discussions in small groups as these provide the possibility for EAL pupils to hear and use topic vocabulary and negotiate the meaning of this vocabulary. This can be done by asking clarifying questions and requesting paraphrasing. This allows EAL pupils to use the natural repetition of discussion to hear the vocabulary a number of times, 'echo' the vocabulary and try it out

This use of small groups for speaking and listening is often more helpful than 'whole class' discussion it allows for more pupil participation and for more risk taking than the more public forum of the whole class.

### Create a Supportive Environment

A classroom in which it is OK to make honest mistakes and in which nobody will laugh at you for mis-pronunciation, having an accent grammatical errors or 'getting the wrong end of the stick' is important to EAL pupils.

Learning language necessarily involves taking risks and experimenting. This process needs genuine encouragement, praise and recognition of success. This needs to come from other pupils as much as from the teacher.

### Encourage Pupils to Use and Refer to their First Language

Conventional wisdom in the past suggested that using your first language (L1) interfered with learning an additional language. However, recent experience and research provides evidence that encouraging pupils to use their first language can be very beneficial for learning.

Give pupils literate in their first language the opportunity to make an initial draft of a writing task in their LI and then write it in English.

Organise groups so that EAL pupils who share a common LI with others in the class are able to 'think through' a learning task in their LI.

Provide EAL pupils with bilingual glossaries and dictionaries if these are available.

### Teach the Literacy of Your Subject

Different curriculum subjects involve students in understanding and writing a variety of types of texts.

Help your students to become familiar with the different text types central to your subject. This will enable them to understand the content better and be more independent in their learning.

Plan and carry out reading and doing activities (e.g. reading and filling in a table / completing a diagram / carrying out an experiment). These are very effective particularly when carried out collaboratively in pairs or small groups.

Plan activities which enable pupils to learn how to structure different kinds of written texts (argumentative, evaluative, explanatory etc.) and how to express important concepts such as cause and effect, purpose and possibility.

### The National Curriculum still says:

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words
- explaining clearly how speaking and writing in English are structured
- providing a variety of reading material
- ensuring that there are effective opportunities for talk and that talk is used to support writing
- encouraging pupils to transfer their knowledge, skills and understanding of one language to another
- building on pupils' experiences of language at home and in the wider community.

### Make the Most of Key Visuals

Key Visual refers to graphic forms of information such as tables, charts, diagrams, maps, time lines etc. commonly used in many subject areas.

Use Key Visuals as the basis of pupil activities as they provide a powerful way of integrating subject content and language development.

Ask students to summarise oral and written information in the form of Key Visuals, and put graphic information back into words. This can be a very supportive way of enabling EAL pupils to engage with both the concepts and language of a topic.

**You can also find advice on the Professional Association websites: NALDIC, UKLA and NATE are good places to begin.**

**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 and 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 (<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 (<http://www.polskamacierz.org>).

**Planning framework for ensuring a range of thinking skills are included in lesson planning**

Describing	Classifying
Reasoning	Sequencing
Decision making	Justifying an opinion

**Planning framework for ensuring a range of thinking skills are included in lesson planning**

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

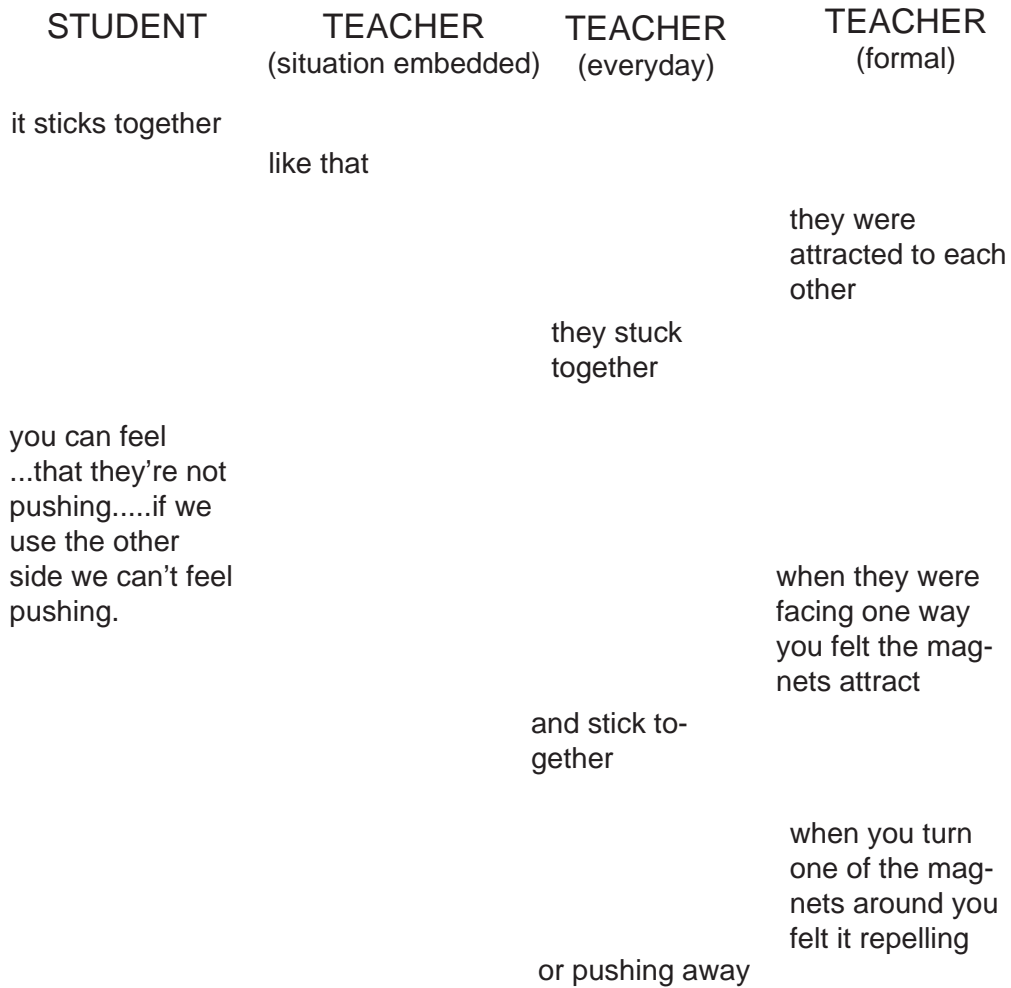
**Planning framework for ensuring a range of thinking skills are included in lesson planning**

<p style="text-align: center;"><b>Describing</b></p> <p>It has grains in it. It is shiny.</p>	<p style="text-align: center;"><b>Classifying</b></p> <p>Chalk is a soft rock but granite is hard.</p>
<p style="text-align: center;"><b>Reasoning</b></p> <p>Granite is suitable for building because it wears away slowly. However, it is hard to cut and shape is therefore an expensive building material.</p>	<p style="text-align: center;"><b>Sequencing</b></p> <p>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.....</p>
<p style="text-align: center;"><b>Decision making</b></p> <p>Tectonic plate activity is sometimes dangerous for humanity, but without the richness of new material it produces we would not have evolved.</p>	<p style="text-align: center;"><b>Justifying an opinion</b></p> <p>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.</p>

# Recasting

STUDENTS	TEACHER
1.	what were your results?
2.	
..when we put it on one pole..em faces the other one it doesn't stick but when we turned the other one around..it sticks together	
3.	Ok can I just clarify something? you've got two magnets? they're in line/when you put .. the two together
4.	
yes Miss	
5.	like that (demonstrating) they attracted each other/they stuck to each other/is that right?
6.	
(nods)	
7.	
when we had em the things the first one like if you put it up in the air like that .. the magnets you can feel...feel the em .. that they're not pushing?	
8.	when you turned the magnet around? you felt that
9.	
pushing and if we use the other side we can't feel pushing	
10.	OK so when..... they were facing one way....they/you felt the magnets attract and stick together/when you turn one of the magnets around you felt it... repelling...or pushing away ..

# Mode shifting



Pauline Gibbons -  
Bridging Discourses 2006 pp127-8

**Assessing Pupils Learning EAL - taking the best language descriptors from NASSEA and QCA guidelines**  
Pupil Name:

NASSEA/ QCA Steps		Listening and Understanding	Speaking	Reading	Writing
Step 1		<ul style="list-style-type: none"> <li>• Listens attentively for short bursts of time.</li> <li>• Uses non-verbal gestures to respond to greetings and questions.</li> <li>• Follows simple instructions based on the routines of the classroom.</li> <li>• Relies on listening skills in home language.</li> </ul>	<ul style="list-style-type: none"> <li>• Echoes words and short phrases drawn from classroom routines and social interactions.</li> <li>• Expresses some basic needs, using simple single words or phrases in English.</li> <li>• Speaks in home language.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in reading activities and knows the difference between print and pictures.</li> <li>• May read in home language and be able to build on knowledge of literacy in this language.</li> <li>• Knows that print, in English, is read from left to right and top to bottom.</li> <li>• Recognises own name and other familiar words.</li> <li>• Can identify some letters of the alphabet by shape and sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses English letters and letter-like forms to convey meaning.</li> <li>• Copies or writes name and familiar words.</li> <li>• Can write from left to right.</li> <li>• Evidence of some writing skills in home language.</li> </ul>
Step 2		<ul style="list-style-type: none"> <li>• Understands simple conversational English in familiar contexts.</li> <li>* Responds to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.</li> <li>* Demonstrates understanding of classroom language with teacher repetition and explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in predictable refrains/repetitive language.</li> <li>• Copies talk that has been modelled.</li> <li>• Generates single word utterances and telegraphic language in the context of social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to associate sounds with letters in English.</li> <li>• Begins to predict what texts will be about.</li> <li>• Can read some words and phrases learned in different curriculum areas.</li> <li>• Can follow a text read aloud with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to express meaning.</li> <li>• Writing is generally intelligible to self and a familiar reader.</li> <li>• Shows some knowledge of sound and letter patterns in English spelling.</li> <li>• Shows knowledge of the function of sentence division.</li> <li>• May be able to write in home language.</li> </ul>
Step 3		<ul style="list-style-type: none"> <li>• Understands and responds appropriately to simple comments.</li> <li>• Closed questions or instructions with contextual support.</li> <li>• Listens attentively to a range of speakers, including teacher presentations to the whole class.</li> <li>• Responds appropriately when the teacher is talking in a small group.</li> <li>• Listens to stories, poems and demonstrates interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks about matters of immediate interest in familiar settings.</li> <li>• Conveys meaning through talk and gesture and can extend what they can say with support.</li> <li>• Speech is sometimes grammatically incomplete at word and phrase level.</li> <li>• Has a functional vocabulary for social needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read a range of familiar words.</li> <li>• Can identify initial and final sounds in unfamiliar words.</li> <li>• Can establish meaning when reading aloud phrases or simple sentences, with support.</li> <li>• Uses contextual clues to gain understanding.</li> <li>• Responds to events and ideas in poems, stories and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces recognisable words in texts, which convey meaning.</li> <li>• Can generate simple sentences.</li> <li>• Most commonly used letters are correctly shaped but may be inconsistent in their size and orientation.</li> <li>• Demonstrates a growing awareness of spelling patterns of familiar words.</li> </ul>
Step 4		<ul style="list-style-type: none"> <li>• Follows what others say in familiar contexts.</li> <li>• Listens and responds appropriately to a sequence of instructions.</li> <li>• Responds appropriately to a range of different question types (including open questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks about matters of interest to a range of listeners.</li> <li>• Has a growing repertoire of extended phrases or simple sentences in the context of a range of curriculum activities.</li> <li>• Speech shows some grammatical complexity in expressing relationships between ideas and sequences of events.</li> <li>• Begins to develop connected utterances.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read simple texts.</li> <li>• Uses knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting.</li> <li>• Comments on events or ideas in poems, stories and non-fiction.</li> <li>• Beginning to guess the meaning of unknown words from context.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses phrases and longer statements that convey ideas to the reader.</li> <li>• Make some use of full stops and capital letters.</li> <li>• Begins to apply grammatical rules in familiar contexts (eg narratives), with some accuracy.</li> <li>• Letters are usually clearly formed and correctly oriented.</li> </ul>

Steps		Listening and Understanding	Speaking	Reading	Writing
Step 5		<ul style="list-style-type: none"> <li>Shows evidence of understanding of the gist of lesson content.</li> <li>Understands most conversations when the subject of the conversations is more concrete (fully competent in BICS)*</li> <li>Understands some conversations when the subject is more abstract with figurative and idiomatic expressions *(CALP)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to engage in a dialogue or a conversation within an academic context.</li> <li>Begins to produce lengthy chunks of organised connected speech.</li> <li>Demonstrates the ability to modify own language use in context.</li> <li>Demonstrates an increasing range of academic and more abstract vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Uses more than one strategy (phonic, graphic, syntactic and contextual) in reading unfamiliar words.</li> <li>Can read and extract information from a variety of texts</li> <li>Beginning to recognise the features of different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different writing.</li> <li>Without support, ideas are contained in separate sentences or through simple connectives (e.g. and, but) rather than linked through the use of clauses.</li> <li>Attempts to modify writing as appropriate to the demands of the genre.</li> </ul>
Step 6		<ul style="list-style-type: none"> <li>Understands most conversations when the subject is more abstract with figurative and idiomatic expressions.</li> <li>Participates as active speaker and listener in group tasks.</li> <li>Understands more complex academic discourse and specialist interactions as appropriate to age (cognitive and academic language proficiency).</li> <li>Understands social and general school interactions delivered at normal speed.</li> <li>Understands many culturally embedded references and idioms, but some may still require explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language appropriately across the curriculum for different academic purposes (e.g. explaining) - some minor errors may still be evident.</li> <li>Shows control of functional use of language at discourse level.</li> <li>Becoming more competent at academic clause constructions.</li> <li>Makes appropriate choice of vocabulary for different context and purposes (including some use of idioms).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of some culturally embedded references &amp; idioms.</li> <li>Reads a range of complex texts.</li> <li>Reads beyond the literal using higher order skills such as inference, deduction and hypothesis.</li> <li>Evaluates and analyses the content of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Produces appropriately structured and generally accurate work in a variety of familiar contexts with support.</li> <li>Recognises and applies organisational features of new genre with support.</li> </ul>
Step 7		<ul style="list-style-type: none"> <li>Has a range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only NC English levels.</li> </ul>	<ul style="list-style-type: none"> <li>Has the range of speaking skills necessary to participate fully within the curriculum and can be fully assessed using only the NC for English.</li> </ul>	<ul style="list-style-type: none"> <li>Has the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using on NC English levels.</li> </ul>	<ul style="list-style-type: none"> <li>Has the range of writing skills necessary to participate fully within curriculum and can be fairly assessed using on NC English levels.</li> </ul>

BICS = Basic Interpersonal Communication Skills ( 1-2 years) \*\*CALPS= Cognitive Academic Language Proficiency (5 - 7 years) (Ref: JCummins 1984 Multilingual Matters)

Can be used for all pupils learning EAL, regardless of Key Stage, except those at Foundation Stage (see note below)

Review termly, particularly with pupils new to English who can make rapid progress in the first few terms.

Use for layered target setting for EAL pupils

Base judgements on a range of evidence e.g. classroom observations (how often pupils interacts; when and with whom)

Progression rates may vary between skills; this is normal. EAL pupils often achieve higher levels in speaking than in writing.

Use the Steps to identify gaps in progress and target support and strategies accordingly.

NB

Foundation Stage pupils are assessed using the Foundation Stage profile. it is not necessary nor appropriate to assess bilingual pupils using the EAL steps.



## **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).



## NOTES

## NOTES

## NOTES