

Delivering Outstanding EAL Provision In Maintained Schools and Academies

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

EAL Bilingual Forum

A group of colleagues worldwide
who will answer your questions and
point you to useful links and
resources

<https://naldic.org.uk/eal-bilingual>

Collaborative Learning Project

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

Early Years *Citizenship* *Literacy*
Music *Science* *Geography*
History *Maths* *Language*
Literature *Technology*

Exploratory Talk



in a nutshell

Exploratory talk appears disorganised but fuels brain development.

Talk other than teacher talk has been and still is neglected in our classrooms.

Access



in a nutshell

Not simplifying, but using graphic organisers/key visuals to clarify difficult concepts.

Lots of visual details.

Always moving from concrete to abstract.

Empowerment



in a nutshell

Building on and valuing children's prior knowledge.

Encouraging confident sharing of ideas.

Play with a purpose.

Virus Sort

Likely to die off or likely
to multiply?
You decide!

These viruses
are likely to
succeed in getting
replicated.

These viruses are
likely to fail to
get replicated.

We don't have
enough information
to decide what is
going to happen to
these viruses

These cards are
different and
provide information
about viruses

Too Many Apostrophes

We've put my mothers mincemeat in the dogs dinner and the cats breakfast.

The town's market stalls' are selling courgette's.



If this isn't Mark's mark'er pen, then it's mine!

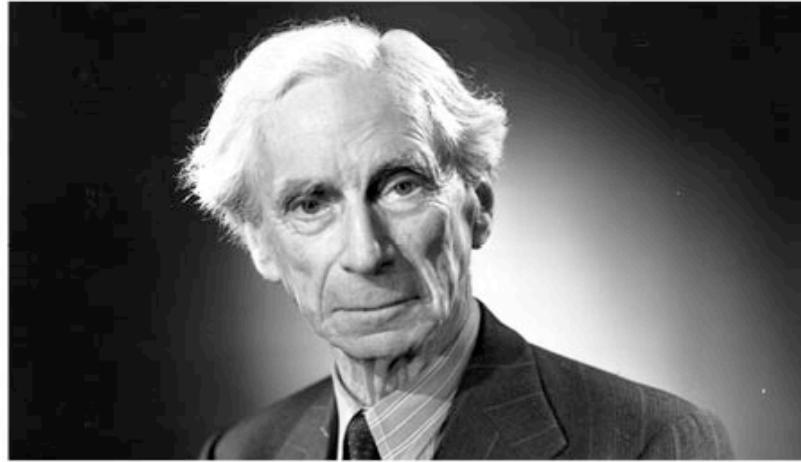


We've completed the collections' of our bats' droppings.



Game to move Apostrophes from sentences with too many to those with too few!

British Values?



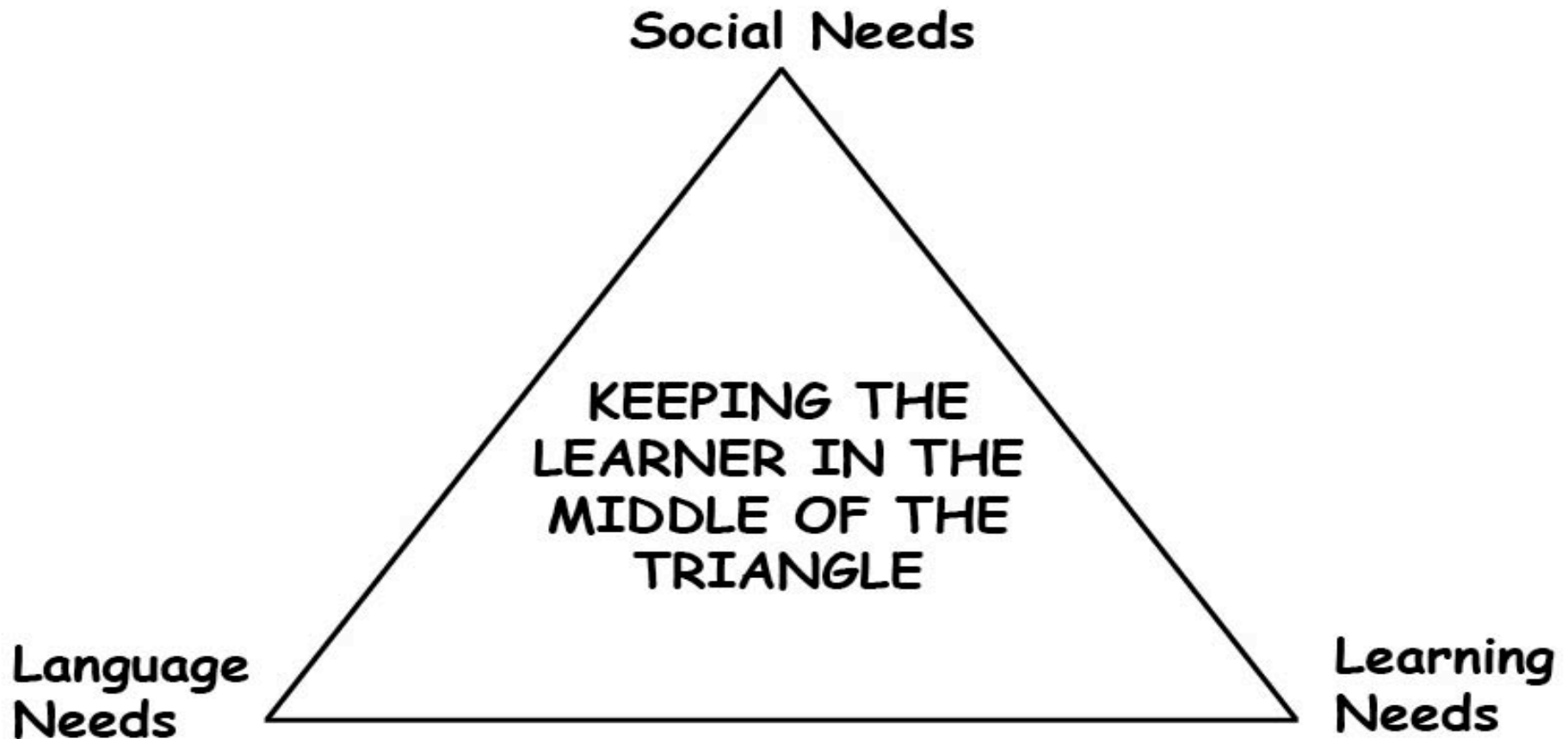
Taking a look at ten values or principles outlined by Bertrand Russell for discussion about their Britishness.

Do not feel absolutely certain of anything.

Do not fear to be eccentric in opinion, for every opinion now accepted was once eccentric.

Never try to discourage thinking, for you are sure to succeed

Balancing the needs of EAL learners



What constitutes an EAL Friendly Language Conscious classroom?

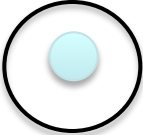
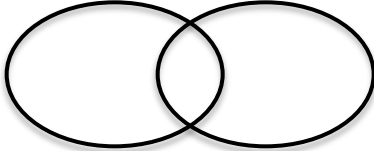
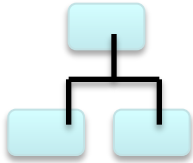

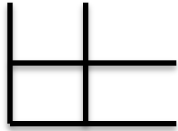
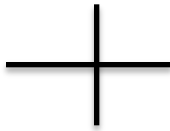
- Social Relations - empowerment
- Language – exploratory talk
- Learning – curriculum access

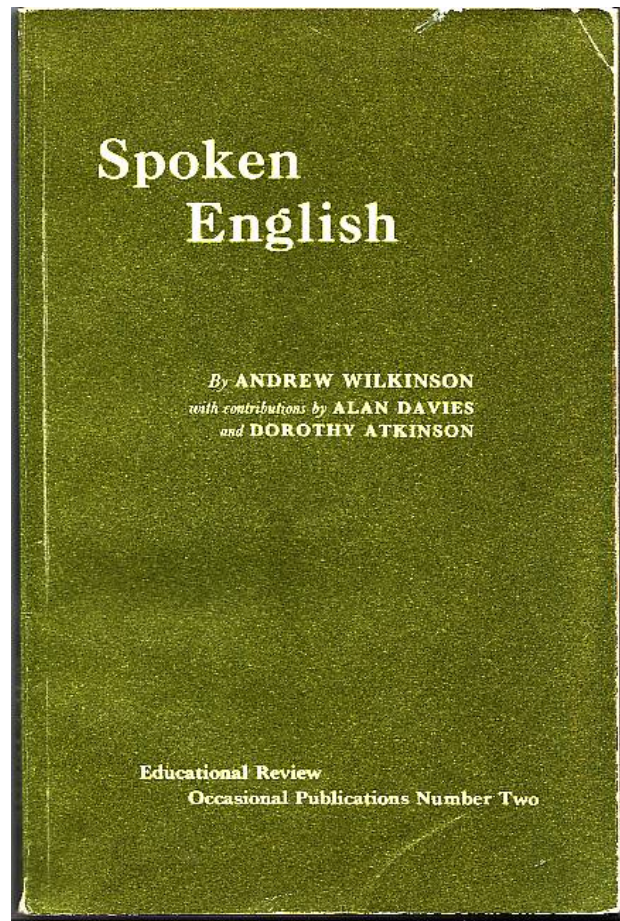
Lev Vygotsky



The joint construction of new knowledge is a social process

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



www.collaborativelearning.org/conceptoforacy.pdf

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



VALERIE COULTAS

CONSTRUCTIVE TALK

Strategies for
behaviour
management and
talk-based tasks

in **challenging classrooms**

www.collaborativelearning.org/coultas.pdf

Macbeth's feelings



Feeling sorrow or guilt because you have done something wrong.
(Regretful, Guilty)

ASHAMED
DESPERATE

Feeling that you are not in control of the situation, and that you are being forced to act against your wishes.

Mapping the changing feelings and backing up ideas with quotes. Groups work on different parts and feed back to each other.

SUSPICIOUS

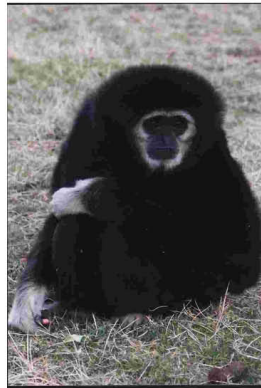
Feeling you cannot trust someone or something though you cannot say why.

"...I am in blood
stepped in so far, that should I wade no more
Returning were as tedious as go o'er" 36-38

(I have done so many evil things that there is now no turning back.)

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

Animal Lifestyles



White Handed Lar Gibbon

We like tropical rainforests. We live in groups and protect our territory by making a lot of noise. We eat leaves, buds, fruit and shoots.

Threats: hunted for food and for making medicines. Forests are being cut down for fuel and farming.



Autobiographies of Endangered Animals

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

www.collaborativelearning.org/animallifestyles.pdf

Estimating Multiplication

Can you guess the
rough answer?

?

$$29 \times 18$$

$$250 - 500?$$

$$<500?$$

$$400 - 600?$$

Connect Four Game
to encourage accurate
guesswork.

Drop of Water Situation cards

Are you still?



You are on a blade of grass.

Are you down on
the ground?

Are you moving?

Are you up in
the sky?



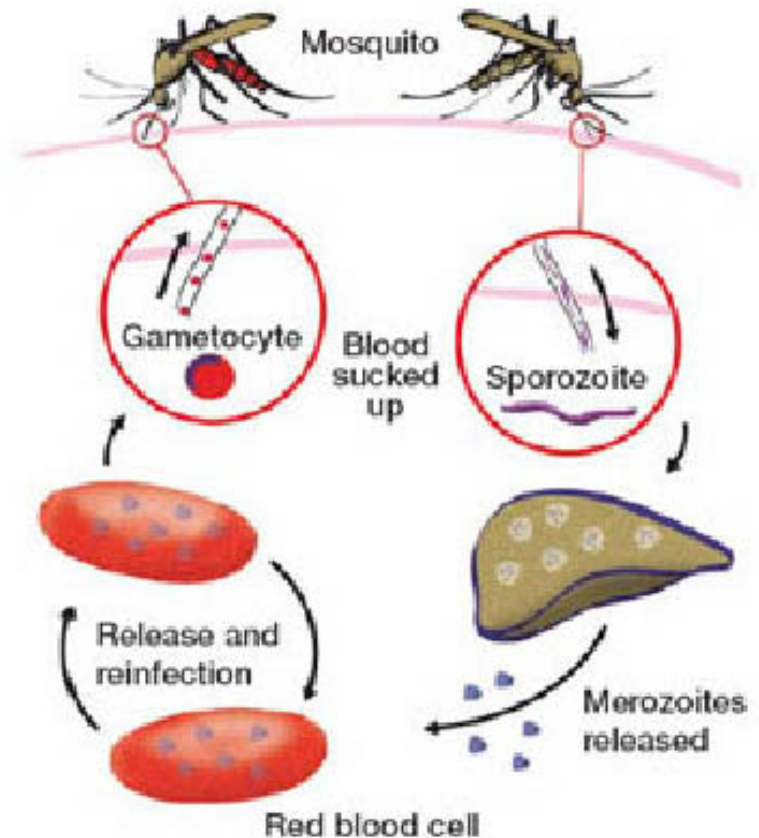
You are on the end of
a nose.

"Push and Pull"

The UK Chancellor announced in November 2004 that the government would buy 300 million doses of an effective malaria vaccine for the developing world...



THE MALARIA LIFE CYCLE



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

Innovation for a purpose



1. Start from what we know

the toolkit and other sources of evidence provide a platform for professional dialogue. If not evidence then what....

2. Put energy into evaluation

we need to keep innovating but be much smarter and robust about the impact particularly for the most disadvantaged – bringing wisdom not ideology to the system

3. Sharing success – and failure!

We need to build greater trust right across the system and build up from the evidence rather than the one off events that mask the lived education of our children

One to one tuition	£ £ £ £ £	★★★★★	+5 months
Homework (Secondary)	£ £ £ £ £	★★★★★	+5 months
Collaborative learning	£ £ £ £ £	★★★★★	+5 months
Oral language interventions	£ £ £ £ £	★★★★★	+5 months
Mastery learning	£ £ £ £ £	★★★★★	+5 months

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

Collaborative 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
- <http://www.collaborativelearning.org/cpdactivitiespage.pdf>

Dales Children

Leadminers Helper



My name is Christopher but I am called Kit. It is 1832 and I live in Gunnerside near the head of Swaledale. I am 9 years old and I work for miners who bring lead ore out of the hillside. My job is to break up the rock and crush it into small pieces, I use a flat hammer called a bucker, and where I work is called a dressing floor. The finely-crushed rock is washed and the pieces containing lead, which is heavy, fall to the bottom and the lighter pieces which are just rock float away. It is important that I do the job properly because my mother is a widow and very poor, and the pennies I earn help feed us.

Role play and sorting
activity leading to
research.

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

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

Migrant Children

"Minors have some of the best chances of making it where they want to go but some of the worst experiences getting there."

Lauren Collins - Journalist

Three different texts on the current plight of unaccompanied child refugees in Europe

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



So called "British Values" in 1939 and 2017?
Same or different?

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

I will not have time to talk about the final set of slides, which I often use in practical workshops when developing new activities. However, I have included them so that if you are considering running a materials development workshop back in your setting. They are self explanatory. I hope you find them useful.



Ebolanomics - Why there is no vaccine. Information Gap Activity

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

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



Three different
texts on the
economics of drug
production.

Are You a Stinker?

A game for 2, 3
or 4 players

Pick a Stinker
card.



Lose Friends

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



Gothic Story Kit

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

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

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

Too Many Apostrophes Sentence Cards

The town's market stalls' are selling courgette's.



It's too soon to know where the banana's skin has gone.



We've completed the collections' of our bats' droppings.



Tina's aunts' dogs' have flea's.



Margaret's cauliflowers' are bigger than Elizabeth's cabbage's.



The'se carrots' are not looking as healthy as last year's carrots.



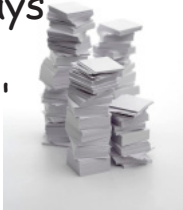
They're going to buy lettuces' for tomorrow's picnic's.



Abdul's hamsters' wheels' aren't working.



Jose's essays' are longer than Carlos' essay's.



Where's the crisp's we bought yesterday?



If this isn't Mark's mark'er pen, then it's mine!



Are your meringue's sticky inside?



The market's vegetable's are fresher than the shop's.



Meg's crisp's are as crisp as courgettes'!



We had banana's yesterday, but we've no bananas today.



Sameena's cat's eaten Jose's dog's



Making an activity

- Curriculum goal

To understand how much a Roman soldier had to carry.

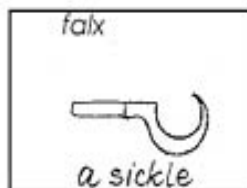
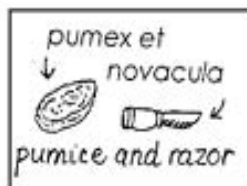
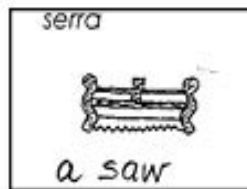
To learn technical terms for equipment used by Roman soldiers.

To develop empathy with characters in the past.

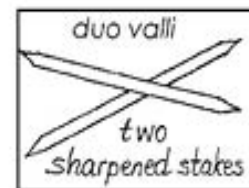
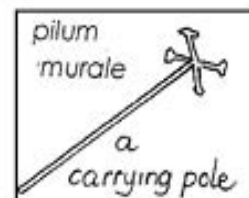
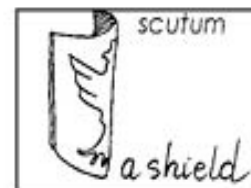
<http://www.collaborativelearning.org/mariusmules.pdf>

Marius Mules: Soldiers on the March

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



Things I would wear	Things I would attach to me.
Things I would carry in my hands	Things I would carry on the pole.



Making an EAL friendly, language conscious activity

- Provide pictures and labels
- Provide a sorting grid to organise ideas
- Add in a game element to re-inforce and encourage repetition.
- 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 first to be 'ready' is the winner.

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.

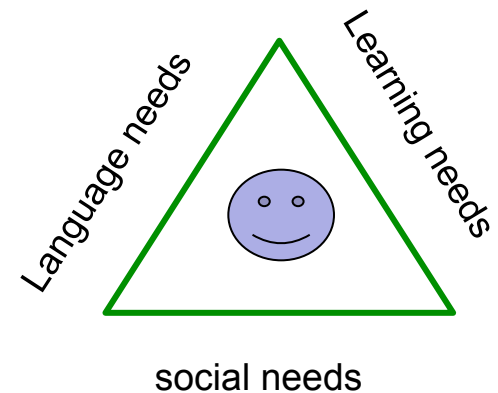
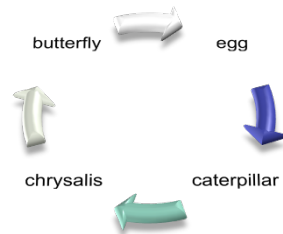
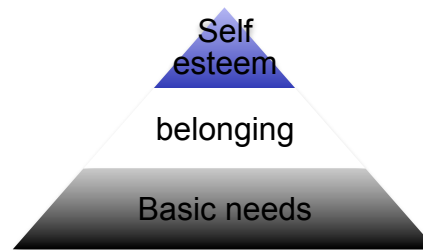
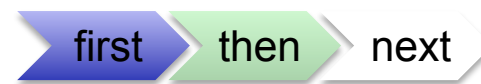
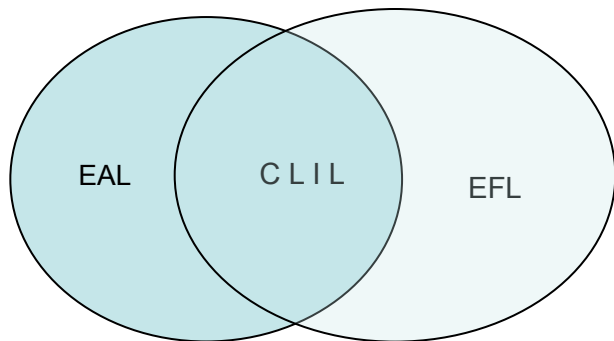
Let Me Introduce

Why does it work?

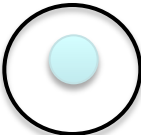
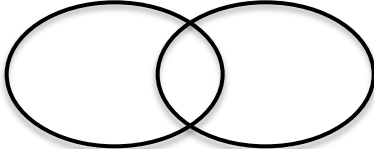
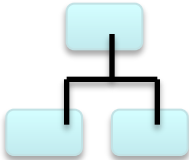

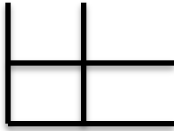
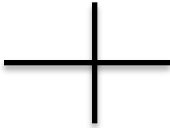
- Opportunities to deliver curriculum content
- Practice in reading > reading aloud.
- Process of listen>understand/think> construct speech in own words.
- Communication and interaction is integral.
- Students work with many others.
- Possible application across many topics/ subjects.

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



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

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.

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.

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.

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?

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)

Everything you have seen
today!

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