

Including EAL Beginners in Mainstream Classrooms

Ten Key Ideas

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[www.collaborativelearning.org/
tenkeyideas.ppt](http://www.collaborativelearning.org/tenkeyideas.ppt)

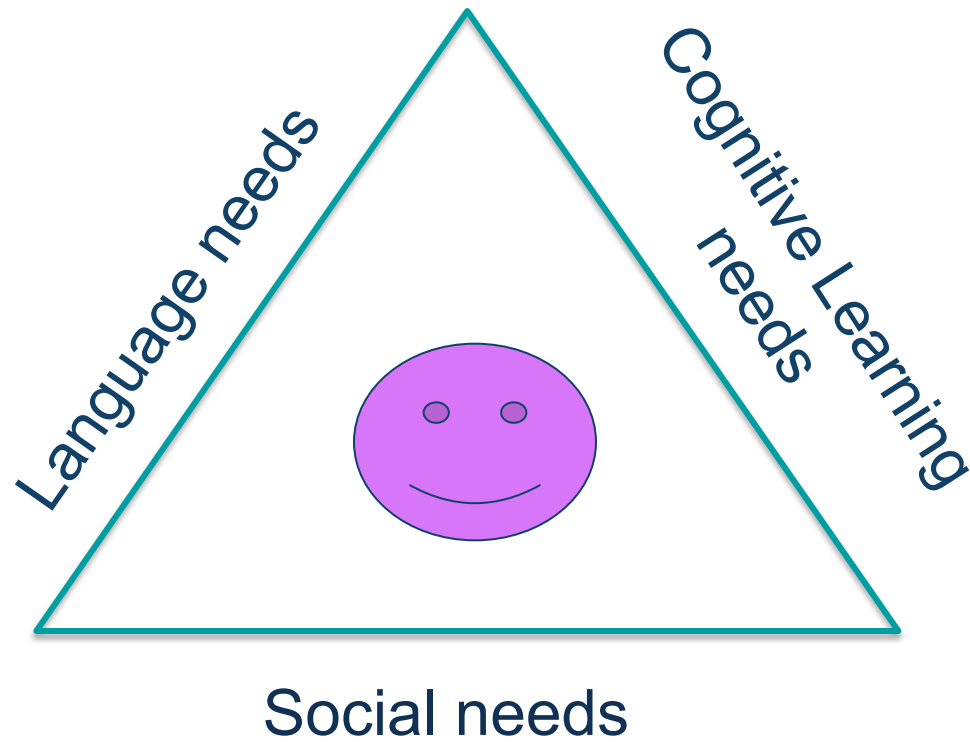
Key idea 1

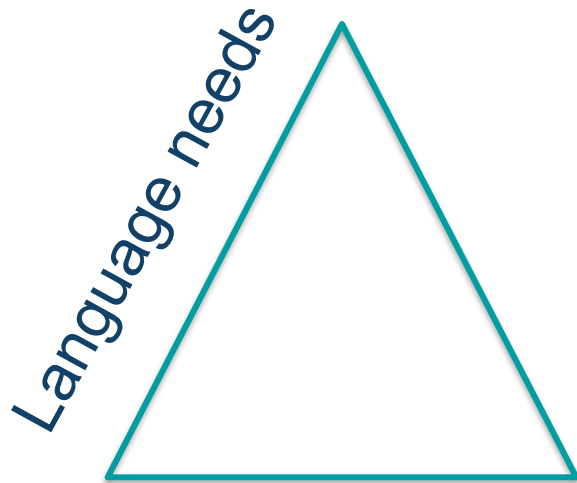
HELLO

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

Key idea 2

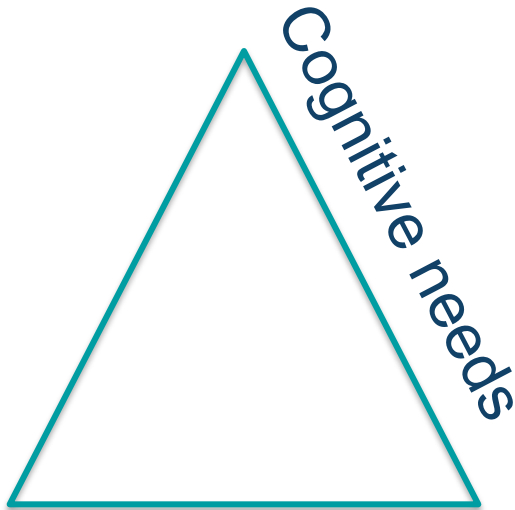
Balancing the needs of EAL beginners





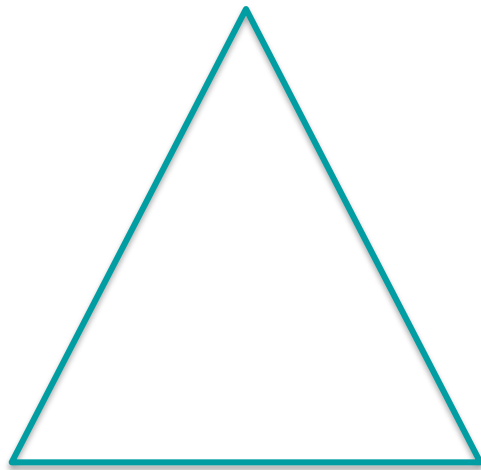
If only language needs are met (provision outside the mainstream classroom) children will be :

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



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



Social needs

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.



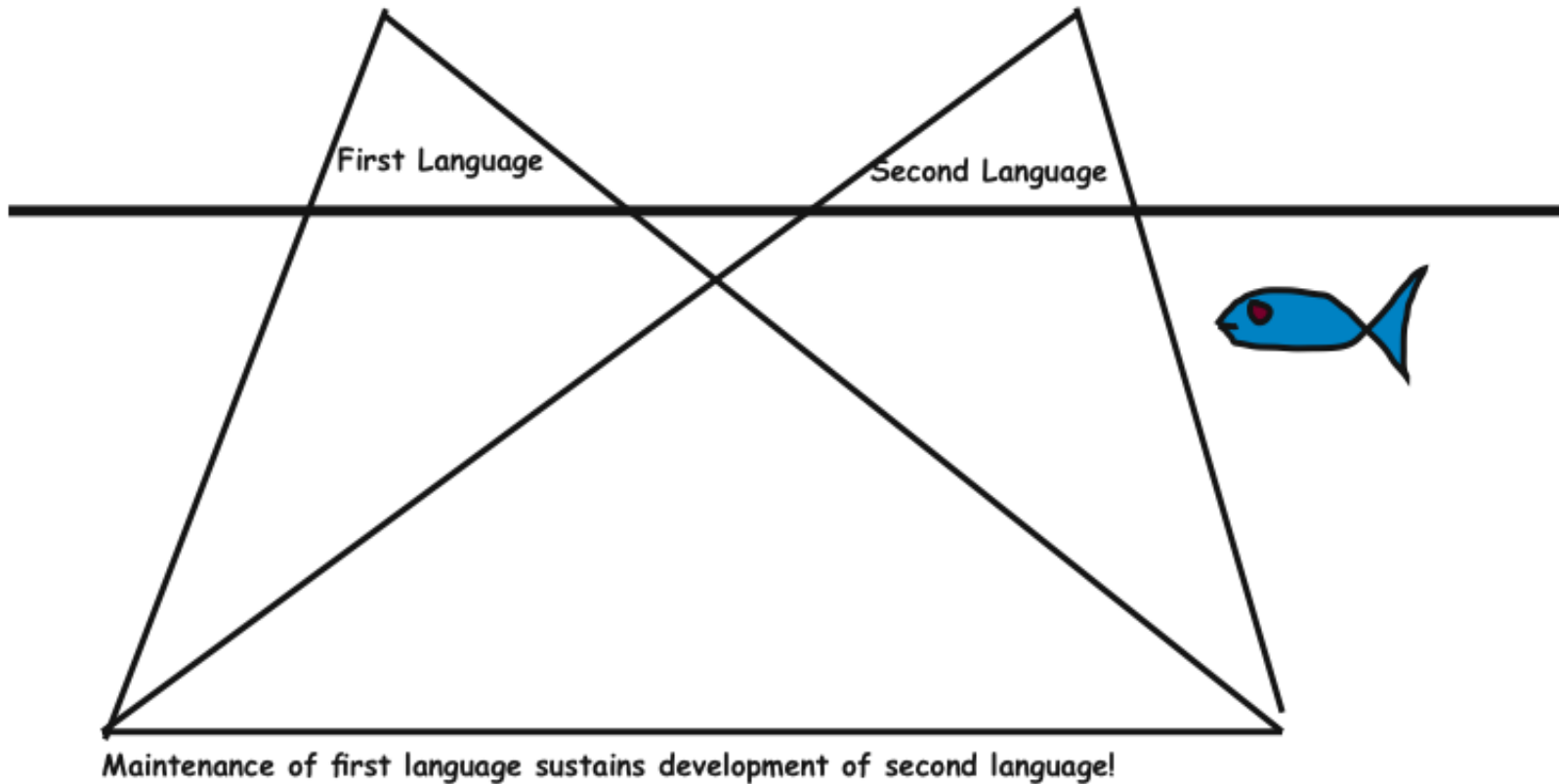
Key idea 4

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

Common Underlying Proficiency Iceberg



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

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.

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.

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 (example on next slide) or cut up sentences.
- Introduce regular independent talking and writing. (Make it fun)

We went

to

on

the Globe

the 63 bus

the bridge

the steps

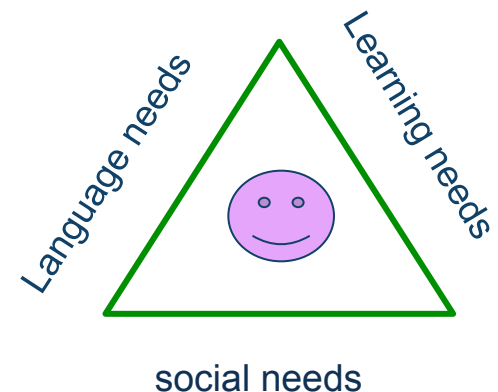
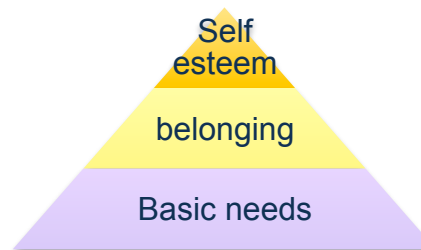
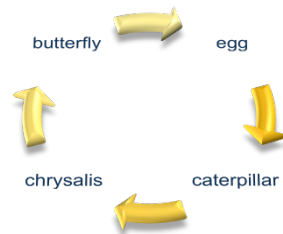
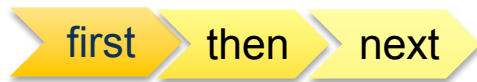
St Paul's

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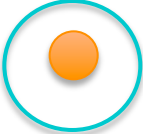
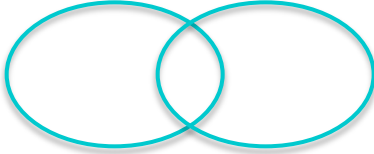


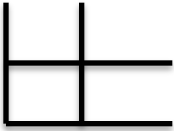
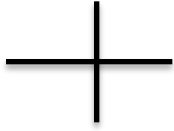
Key idea 8

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 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

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

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.

Introduction to scaffolding talk by using collaborative learning activities

The Cummins Quadrant

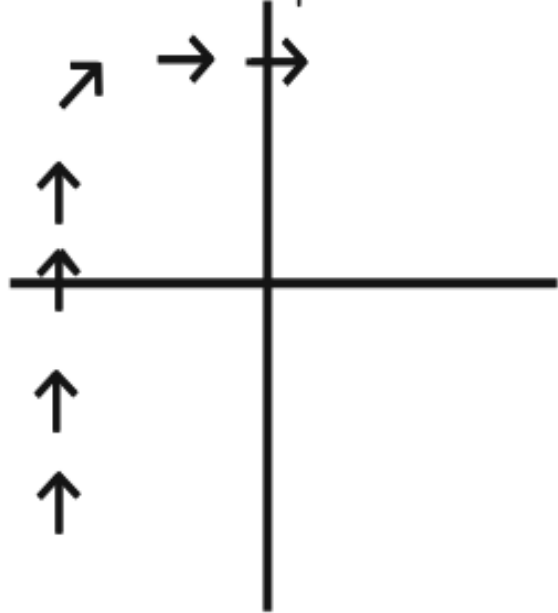
Concrete, contextualised activities.

Cognitively demanding work.
Stretchy activities that make you think hard and deep.

Abstract. Not relating to anything learners know about nor can easily relate to.

Undemanding work that can be undertaken without much thought.

Every teaching activity can be plotted on this quadrant. EAL (and all other learners) need work that follows the arrows: always concrete and growing more demanding on thinking until they can make their own leap into the abstract.



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

- You are going to receive a card.
- Read it and memorise some of the information.
- Find **ONE OTHER PERSON** in the room with **EXACTLY THE SAME COLOUR CARD** as you.
- In turn introduce yourself as the character on the card to the other person. You can refer to the card but don't just read it. Try to do this without looking at the card as much as possible.
- When you have both done this go to find the other two people in the room with **EXACTLY THE SAME COLOUR CARDS** as you.
- Now pairs take turns to introduce **EACH OTHER** to the other pair.
- Now the four of you please sit down at a table. You will be working with each other for the rest of the session.

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"

Speaking and Listening

**84% of classroom talk is
asymmetrical**

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.

Research has shown that putting children into groups and leaving them to solve problems by themselves is not enough to ensure that they will use cooperation and dialogue to good effect.

Yet research has also confirmed Douglas Barnes' earlier conviction that talk amongst pupils can make an important contribution to their learning.

Collaborative learning activities provide scaffolding to ensure that the children talk about what we want them to talk about, but they can also construct new meanings through using exploratory talk.

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.

Let Me Introduce

Why does it work?

- Opportunities to deliver curriculum content
- Practice in reading >.
- Process of listen>understand/think> construct speech in own words.
- Communication and interaction is integral.
- Opportunity to work with many others.
- Possible application across many topics/ subjects at all ages from Y2 up.

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 must participate
- Possible application across many topics/ subjects.

Make your own

Work in 2's on grid with six squares.

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 your new barrier game 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.

Odd one out

- a potentially useful activity from Alice Washbourne.

Barrier Game

Let me
introduce

Connect 4

- Which is the odd one out and why?
- For different reasons they all can be!

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-Inferring-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

Too many to help planning but they can
be reduced to.....

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

Planning on this grid can ensure that your lessons include different kinds of thinking and consequently a range of language structures

Different thinking needs
different visual organisers and
different visual organisers
generate different language
structures. Here is an example
from geology.

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

<p>Classifying</p> <p>Chalk is a soft rock but granite is hard.</p>	<p>Reasoning</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>Justifying an opinion</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>
<p>Describing</p> <p>It has grains in it. It is shiny.</p>	<p>Sequencing</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>Decision making</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>

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)

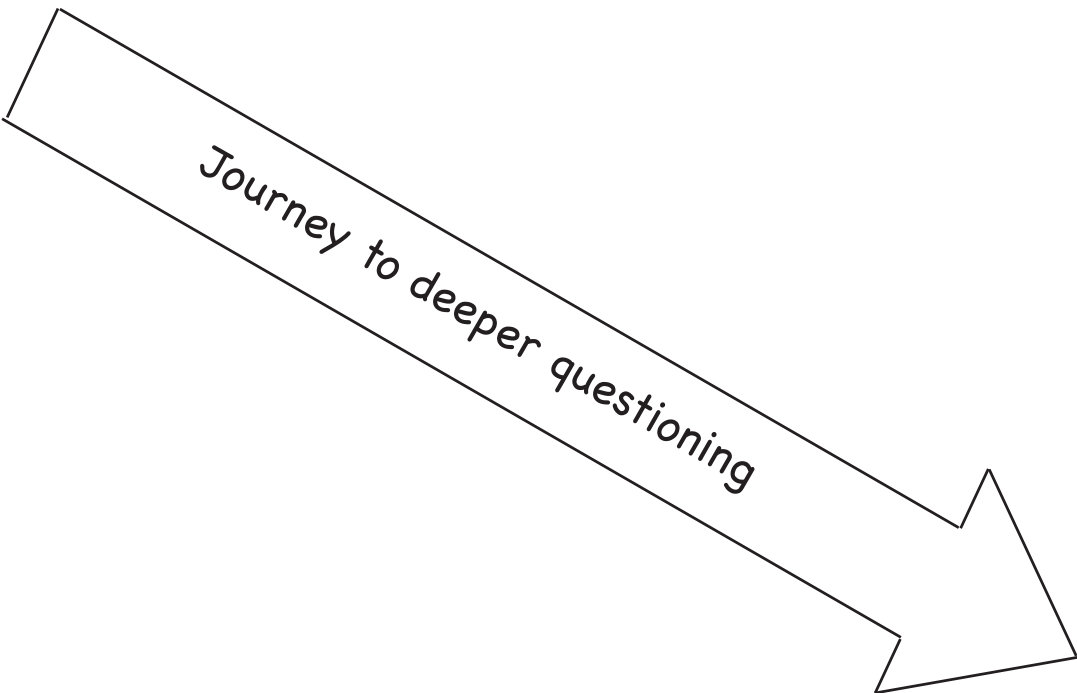
Oracy

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

Question Grid	Is? Does? <i>Present</i>	Did? <i>Past</i>	Can? <i>Possibility</i>	Could? <i>Probability</i>	Could? <i>Prediction</i>	Might? <i>Imagination</i>
What? <i>Event</i>	 <p data-bbox="560 471 1159 828"><i>Journey to deeper questioning</i></p>					
Where? <i>Place</i>						
When? <i>Time</i>						
Who? <i>Person</i>						
Why? <i>Reason</i>						
How? <i>Meaning</i>						

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

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”

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

Pupils learned about language while using language.

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

Everything you have seen
today!

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