



English as an Additional Language

Working with EAL learners in
Secondary Schools

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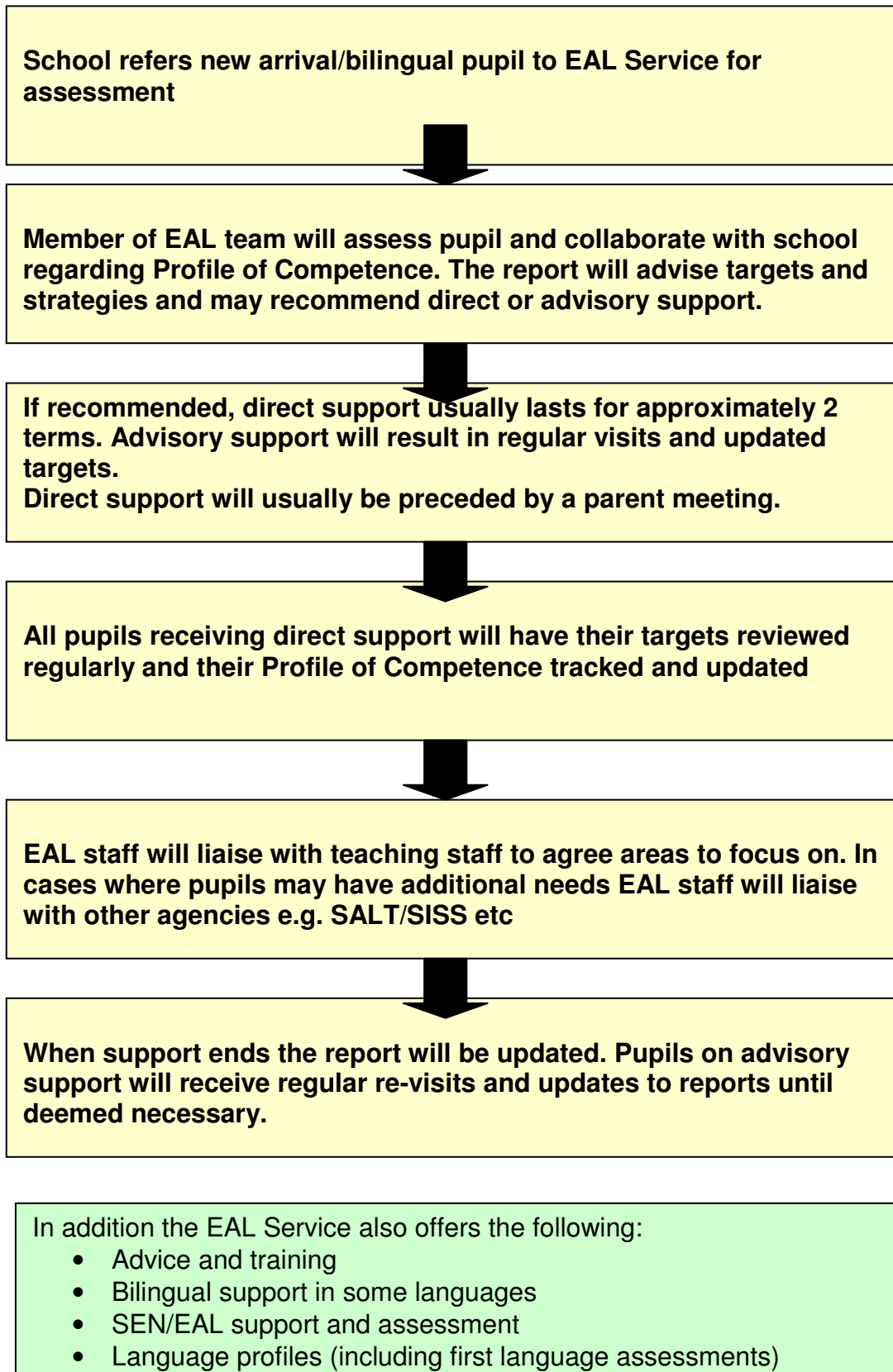
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EAL Referral Process

Referral to the EAL Service usually follows this process:





Which language should be used?

Language is an important part of identity. For EAL learners to feel confident and have positive self-esteem they need to feel proud of their bilingual skills and heritage. These are important resources that they can draw on in learning. If pupils do not feel their language has a place in schools they are likely to be reluctant to use it. **Establishing the importance and value of first/home language is crucial.**

Encourage EAL learners to use their first language:

- When they are still developing fluency in English
- To build on what they already know in their first language
- With younger pupils especially, to continue to develop their first language
- When the cognitive challenge is high
- To work through ideas
- To translate English and reinforce new words
- With pupils who share a first language
- To look at similarities and differences between English and other languages
- If they are literate in first language to look up meanings in a bilingual dictionary and to draft written work.

When to use English

There may be times when it is important to use English rather than their first language. Some examples are

- To practise English in order to improve fluency
- To rehearse orally in preparation for writing
- When learning new vocabulary in English
- When being encouraged to take risks in English in order to build confidence
- When preparing for a presentation in English
- When they need to practise expressing themselves quickly in English, such as exam preparation.

Pupils should not be discouraged from speaking their first language at home. A well developed first language acts as a “scaffold” for English (additional) language development. Research has shown that a child’s first language has a significant and continuing role to play in supporting cognitive and academic language proficiency in English.



English as an Additional Language

Teacher Strategies for KS 3 and 4 learners with EAL

Lesson Preparation- some considerations

- Relate content to pupils' previous experience, allowing them to use their knowledge of the world. **Concept maps** work very well if you know that the students have some previous knowledge of the topic. This also allows students from diverse backgrounds to share their different cultural understandings and interpretations.
- Identify key vocabulary and language structures; consider language outcomes as well as content.
- For those new to English, consider providing written reinforcement of work covered in lessons (transcripts, powerpoints) to ensure content of lesson is recorded.

Classroom organisation

- Position near the front of the class with direct view of whiteboard so that students can see clearly and pick up on gestures and body language.
- Seat with a subject buddy who is a good role model of language and learning.
- Brief subject buddy- a helpful subject buddy will:-
 - demonstrate how to set out work, position of date, learning objectives and title etc
 - ask EAL pupil if he/she understands the task and explain how to complete task
 - collaborate with EAL pupil during task- rehearse written work orally
- Ensure an age –appropriate bilingual dictionary is available for use. **Use of a bilingual dictionary is an entitlement for access to GCSE** (apart from English and MFL) **if first language is not English.**

Teacher delivery

- Ensure that clear lesson objectives are written on the board so that the EAL learner has additional written support to focus upon the lesson content.
- Be aware of the pace of the delivery.
- Avoid long sessions of teacher talk without being interspersed with other activities.
- Provide plenty of visual support, such as artefacts, pictures, maps, diagrams, flow charts. Visuals will support an EAL learner's understanding of lesson content.
- Write clearly and legibly on Whiteboard/ Smartboard and avoid using confusing abbreviations
- Avoid idiomatic language, unless taught specifically





During the lesson

- Give pupils time to copy down date, lesson objectives and title.
- On a 1:1 basis ask target questions to:
 - check understanding of instructions
 - check understanding of lesson content
- Avoid generally asking, “Do you understand?”
 - Begin with closed questions for new to English EAL learners demanding a “yes/no” response or give alternatives.
 - Progress to questions beginning with “who.., what.., where.., when.., how many..?”
 - Progress to higher order questions as competency/ proficiency in English increases. E.g. How does...? Why did...? What would happen if...?
- During question/answer session model good sentence structure and repeat correct answers given by other pupils for reinforcement. Sympathetically re-cast and remodel EAL learners’ speech.
- **Talk opportunities** - Make opportunities for EAL learner to verbalise concepts introduced and rehearse language with a partner.
- Encourage pupils to note down key vocabulary and language structures and build up subject-specific glossaries in the back of exercise books or personal vocabulary books
- Encourage use of **first language**. Allow notes, translation, amplification in L1
 - Divide page: half English, half L1 *or*
 - Use alternate lines English/L1 *or*
 - Leave space at end of work for explanation in L1

Homework

- Allow pupils to pre-visit a topic/ lesson content for homework i.e. reading from a text-book or research on the internet.
- Appropriate homework tasks should be clearly written on the whiteboard.
- Homework tasks may need to be simplified or adapted but should still be challenging.
E.g.
 - translating key vocabulary from dictionaries
 - finding vocabulary or sentences in texts to develop scanning skills
 - sequencing tasks
 - using model sentences and then producing their own
 - differentiated comprehension questions
 - research lesson content on the Internet.





English as an Additional Language

Developing Early Language



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METROPOLITAN
BOROUGH COUNCIL

These words are a guide showing the type of vocabulary that the EAL pupil will need exposure to. They are not in any particular order of learning.

Personal Language

My name
My family
My teacher
My class
My friends
My favourite ...
I like/ don't like

Prepositions

In
On
Under
Above
Behind
In front of
Between

Everyday Nouns

In school...
Door Window
Chair Table Toilet
Book Lunch
Outside school...
Road House Car

Questions

Where?
Who?
What?
Which?
How?
Are you?
Do you like...?

Everyday Verbs

Listen Look Sit
Stand Watch Eat
Drink Jump Hop
Skip Throw Catch
Run Walk Go

Assertions/Negatives

I am/am not
I like/don't like
I want/don't want
You are/you aren't
You can/you can't
He/she is/isn't

Numeracy

Counting – ordinals and cardinals
Grouping into sets – colour, size, shape, number
Matching/Order
Time

Other Early Vocabulary

Colours
Singular/Plurals
Pronouns (he, she, it, we, they)
Simple adjectives/opposites – happy, sad, tall, short

Vocabulary related to The classroom

Names items in the pencil case
Items of clothing
Names of utensils
Names of electrical appliances

Time Vocabulary

Days of the week
Months
Seasons – weather
Before/after
Today
Yesterday
Tomorrow



Pre- teaching language and vocabulary

Pre-teaching vocabulary is an essential component in allowing EAL learners to access the curriculum. Identifying key vocabulary and language is essential for helping an EAL learner understand what is written and spoken about in the classroom.

There are several ways that teachers can approach this, and finding which works best for each learner is a matter of trial and error and depends upon factors such as:

- Knowledge of literacy in first language
- Parents' knowledge of literacy in either language
- Parents' willingness and/or ability to contribute to their child's formal learning
- Personality etc of the pupil involved

Ideas for pre-teaching key vocabulary

Send home a few key words a week, supported by visuals, for pupils to look at with parents/carers and discuss in any language. Using L1 can help form links between the languages and between home and school. Allowing the EAL learner to make links between English and his/her stronger home language will help him/her retain the new language and make it more meaningful. Forging good home/school links is important as often parents of EAL pupils feel isolated from their child's learning.

Set up a pre-teaching group in the classroom to look at key words before sessions in class so that pupils are introduced to the language in a small group. Ensure that visuals are used to help EAL learners access the new language and that examples are given of how the vocabulary is used in the context of a sentence. Allow pupils to experiment by using the new language through games/pair-work activities. EAL pupils often feel more equipped going into a lesson having pre-visited key language.

Use word mats (with pictures), washing lines, word banks and displays to reinforce key words. Involve the children in making these resources.



Subtract....moins...

Ah ! Maintenant je

comprends!!!



Two Challenges

- **Planning for cognitive challenge**
To make the curriculum accessible for EAL learners without ‘dumbing down’ the learning
- **Planning for language development**
To make language comprehensible and improve pupils’ language for learning skills.

Planning for learning

- Identify key vocabulary and language structures; consider language outcomes as well as content.
- Relate content to pupils’ previous experience, allowing them to use their knowledge of the world. *Concept maps* work very well if you know that the students have some previous knowledge of the topic. Planning for EAL learners should move from concrete experience to the more abstract world of the classroom. Knowledge of background experience of the EAL learner will help plan activities which start with what she/he may have experienced and concepts he/she understands.
- For those new to English, consider providing written reinforcement of work covered in lessons (transcripts, PowerPoint notes) to ensure content of lesson is recorded. It is a difficult task to listen to and understand oral presentations and therefore any visual or written support that can be provided will mean that the EAL learner will have greater understanding of the work covered.
- Allow EAL learners to pre visit texts so that they come to the lesson with a greater understanding of the content and the language. Give EAL learners homework tasks to prepare for next lesson. Prior to lesson allow EAL learner to pre-visit:
 - **Keywords:** Instruct EAL learner to use bilingual dictionary to translate meanings and note in exercise book/personal vocabulary notebook.
 - **Texts:** Instruct an EAL learner to look over texts that will be studied the following lesson so that they can familiarise themselves with the language and do additional research on the content if they feel they need to.
- Identify key resources such as i-pads, internet images, text-books, PowerPoint which will illustrate and inform the content of the lesson.



English as an Additional Language

Classroom buddies

Creating classroom buddies can be very supportive to EAL learners when they join a school. It can help to promote positive relationships between pupils from different ethnic groups. There are different models of how to organise buddies:

Model	Pros	Cons
Buddy speaks same language as EAL learner	<ul style="list-style-type: none"> EAL learner can be understood and can understand more EAL learner can feel less isolated Can reinforce buddy's learning 	<ul style="list-style-type: none"> Might negatively affect buddy's learning Can seem as if buddy has sole responsibility
Buddy speaks only English	<ul style="list-style-type: none"> Can increase understanding of different cultures Can help EAL learner learn English 	<ul style="list-style-type: none"> Buddy can't translate Buddy might be perceived as sole supporter and feel pressured.
A group of buddies	<ul style="list-style-type: none"> Disseminates responsibility. If one buddy is absent there are others to do the job. 	<ul style="list-style-type: none"> Buddies may feel less personally responsible
A rotating group of buddies	<ul style="list-style-type: none"> Many people get a chance to buddy the new arrival Buddy gets to know more peers 	<ul style="list-style-type: none"> Buddies and new pupil may not get as much time to develop new friendships.

Some possible roles for buddies:

- 1) Encourage others to be friendly and supportive
- 2) Encourage the EAL learner to make friends and become more independent
- 3) Be advocates for EAL learners
- 4) Report back to the teacher on how well the EAL learner is doing
- 5) Make sure the EAL learner is included in group work
- 6) Check the EAL learner understand teacher instructions
- 7) Demonstrate activities to the EAL learner



Using visuals allows EAL learners to start from a concrete experience. This can be a powerful way of triggering a student's memory, interest and prior knowledge and can also make learning more fun and accessible for all pupils.

Pictures, objects, photos, diagrams, maps, graphs, drawings, paintings, video, mime and demonstration are all great ways of providing visual support for understanding and helping EAL learners develop their use of English in context. You can help EAL learners make sense of the lesson by including as many of these as possible. It will help all your learners too.

Good use of the internet, interactive whiteboards, digital cameras and digital video cameras will extend visual support. If you are looking for an image of something in particular a Google image search will be perfect; the i-Pad is an especially quick and easy platform for this.

Pictures

Photographs, pictures, drawings and paintings can be great starting points for EAL learners. Working in pairs or small groups, students study the visual stimulus and answer questions that require thought and discussion that can open up a subject, idea or situation.



What is he doing?

What language is this?

What is this picture made from?

Who are these people? What do you think they are doing?

Describe the people.

What year or century is it?

When asking questions about a picture you can divide them into three stages to help scaffold learning for EAL learners:

Describe: Start with the concrete and learn the vocabulary

Explain: Talk about ideas e.g. What are they doing? How old do they look? Etc. Use words to describe the feeling of the image e.g. happy, sad, light, dark etc

Infer: Ask them to think about where the image is from. Who made it? Why?



Sequencing images

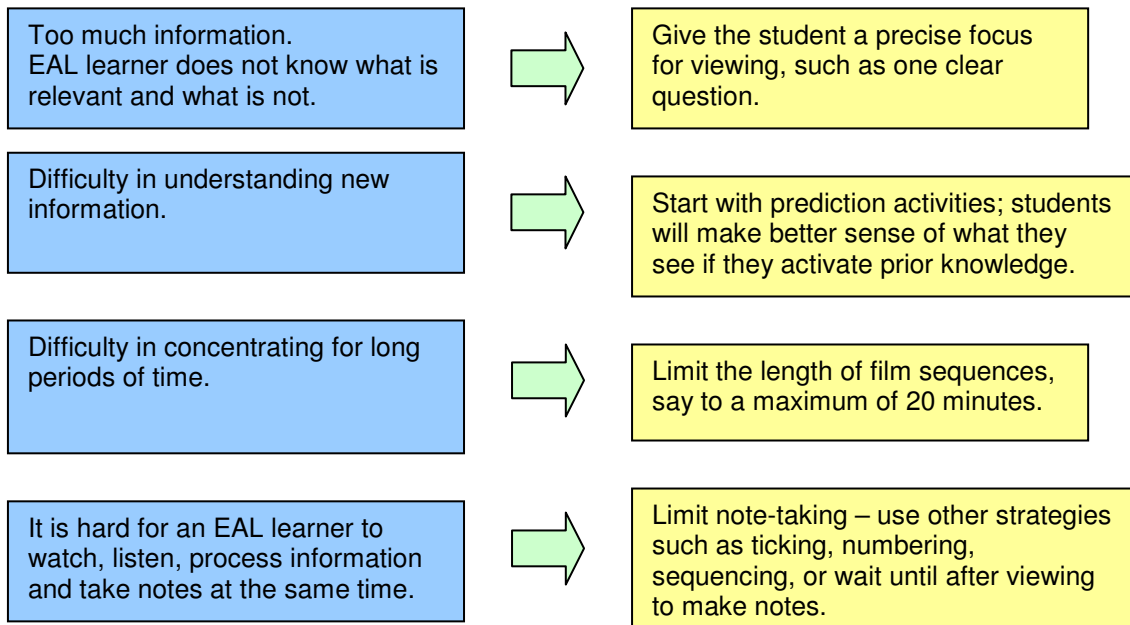
You can ask pupils to work in pairs or small groups to sequence images. The images could be part of a narrative, a chronology of events, a timeline or a process. An EAL learner is able to demonstrate conceptual understanding with little language with this sort of activity. It can be used across many subjects and can be the starting point for speaking and writing frames.

Examples for sequencing:

- A fictional story, comic strip, poem, film sequence or play
- Real events either from the news or from History.
- A process such as how volcanoes are formed, the life cycle of a frog, recycling cans etc
- A timeline
- Following a sequence e.g. a recipe, problem-solving, an

Moving image

Moving image can bring something to life, to make it seem “real”. However, there are pitfalls. Below are some the typical difficulties an EAL learner may have with film/video and some suggestions on how to overcome them.





Tools to exploit moving image

There are many creative ways of using video. Below are just a few that have proved to be successful.

Prediction

Show a still image from the video of the first few seconds of the clip. Ask pupils to discuss:

- *What do you think the clip will be about?*
- *What else will you see?*
- *What else will you hear?*

Quick draw

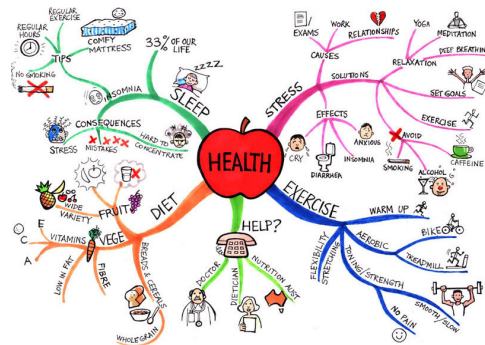
Ask pupils to draw as a response to what they see. Give a time limit to help them work speedily.

No sound

Play the film with muted sound. Ask pupils to work in groups to produce dialogue/voiceover for the film. This enables EAL learners to develop language in context. You can ask them to produce a bilingual version. Students can role play or read scripts over the moving image when they have finished.

Concept Maps

Concept maps are ideal for generating discussion. They show how pupils are thinking and linking ideas and provide information to help you plan for learning and to help EAL learners see the big picture.



How to do it:

- 1) Organise pupils into teams. Give each group a large piece of paper and ask them to write the topic in the centre.
- 2) You could start by brainstorming what the pupils already know about the topic; they can record these ideas in words or pictures on a post-it.
- 3) This tool will work best if you model it first with a different topic. Think aloud while you group ideas together; write or draw them, connect them with lines and write along these lines. Link ideas by colour.
- 4) You could show pupils a range of differently styled concept maps to inspire their creativity.
- 5) Give each team colour pens to construct their maps.



English as an Additional Language

Some good free apps for use on the i-pad:



Storylines for schools A good game for developing vocabulary and working collaboratively.

Educreations Interactive whiteboard app; recordable whiteboard which allows import of images from file or web for annotations. It also provides tutorials. A great alternative to formal writing.

British Council – Grammar Formal grammar activities at four main levels (Beginner, Elementary, Intermediate and Advanced) using a range of different question types.

iTranslate Quick, easy online translation app.

Shakespeare Complete works of Shakespeare with search facility to find words and phrases in the text.

DragonDictation Fantastic easy-to-use voice recognition app which will write as you speak. Supports a multitude of global languages.

Globe Geography app showing the countries of the world on a 3D globe. Tap on a country to show information from Wikipedia.

Virtual Heart This app allows you to explore multiple real-time views of the human heart and includes labels and additional information.

ICDL This brings a worldwide collection of free children's books to the i-pad. There are thousands of books from over 60 countries and a wide range of languages. All books have summaries in English.

iBooks Download books from the i-Bookstore including illustrations. Available in 18 languages. Built in search facility and many texts have a read aloud facility that allows you to listen to the book, sometimes read by the author e.g. Ted Hughes, Seamus Heaney, Phillip Larkin and Wendy Cope poetry selections.

Look at the following website/blog for ideas and information regarding the use of technology in the classroom:

Chris Pim: [Everything EAL and ICT](#)

<http://www.chrispim.co.uk/wordpress/?p=192>

Also [i-Pads in Education](#)

http://www.ipadineducation.co.uk/iPad_in_Education/Welcome.html

The Importance of Talk



Importance of speaking and listening activities

- EAL pupils need to develop social language to form relationships with their peers
- They need to develop English for learning and talk enables them to develop, test out and revise ideas

Planning speaking and listening activities

- Plan opportunities for structured talk in pairs and in groups
- Plan opportunities to use oral language with peers. E.g. talk in pairs/small groups to verbalise concepts/ideas.
- Support Q and A sessions with written key questions
- Provide models of talk
- Scaffold talk with prompts or 'speaking frames'
- Plan opportunities to use oral language with peers. E.g. talk in pairs/small groups to verbalise concepts/ideas.

Teacher Scaffolding speaking activities- Explaining

- Use of visuals *Use props, puppets and images to support what you say*
- Repetition *Repeat key words and important phrases. Repeat correct answers given by pupils; EAL learners find it difficult to pick up on answers given around the classroom*
- Rephrasing *Use both complex language and rephrase using simpler language*
- Keywords *Display key words and point, circle or highlight as you speak. EAL learners will find it easier to make the link between the spoken and the written language.*
- Body language *Use mime, gesture, facial expressions, acting out, pointing.*
- Demonstration *Show pupils what you mean by demonstrating. Explain as you demonstrate so the meaning of your words is clear*

Teacher Scaffolding speaking activities- recasting

Recasting is a positive way of correcting an EAL learner's English

William he got
good
soldiers...he
win.

Ah so you think
William **won**
because he had
better
soldiers...a
stronger army?



Questioning

No hands rule

Explain that when you ask a question you will choose named pupils to answer. This allows you to frame questions to match particular learners

Closed questions

Asking questions which require a 'yes/no' answer is a good way to check if an EAL learner has understood

Multiple choice questions

Giving a pupil the answers in the form of multiple choice or either/or models the language he/she needs to respond with. E.g. Is the line curved, straight or wavy?

Traffic lights

Get pupils to respond non-verbally by getting them to draw a red, amber or green circle. (smiley faces)

Talk frames and prompts

Talk frames provide the language EAL learners need to begin their sentences and structure their talk:

A. Drama, PE, Music- Evaluation

- What I did well was...
- I showed this by...
- I will do this by...
- I know I am successful because...
- Next time I will...

B. Reporting back on an Investigation

- Our hypothesis was...
- The equipment we used was...
- What we did was...
- What we found out was...
- What our results show is...

C. Debates

- I think that...
- I believe that...
- I agree with...because
- In my opinion...
- Some people say...but...



Questions and prompts for speaking and listening activities

Questions to develop: Classifying	Response stems for Classifying
<ul style="list-style-type: none"> • Which of these go together? Why? • Can any of these be put together? • How are these things alike/similar/different? • What could you call these groups? • What are the characteristics of all the things in this group? • What criteria have been used to classify these? • How could you rearrange . . . ? • How could you compare . . . and . . . ? • Can you find another way to . . . ? 	
Questions to develop: Describing	Response stems for Describing
<ul style="list-style-type: none"> • What is . . . like? • What can you see? • What did you notice about . . . ? • How would you describe . . . ? 	
Questions to develop: Evaluating	Response stems for Evaluating
<ul style="list-style-type: none"> • Do you think this is a good/bad thing? Why? • Do you agree with this? Why? • How do you feel about this? Why? • Is there anything you would have done differently? Why? • Why was this done? Do you think it was a good idea? 	



<p>Questions to develop: Explaining</p> <ul style="list-style-type: none"> • Why does . . . ? • How do you . . . ? • Why did this happen . . . ? • Why do you think that . . . ? • What caused this? • What might be the result of . . . ? Why do you think so? • Can anyone think of another reason/ explanation ? • Can you explain. . ? 	<p>Response stems for Explaining</p> <p>This happened</p> <p>We think that this . . .</p> <p>This was caused by . . .</p> <p>The result of this could be . . . because . . .</p> <p>Another reason or explanation could be that . . .</p> <p>It's possible that . . .</p>
<p>Questions to develop: Generalising</p> <ul style="list-style-type: none"> • What is true about all of these? • What can you tell us about . . . ? • What have you found out about . . . ? • What seems to be generally true about . . . ? • What have you learned about . . . ? • What conclusions can you draw now? • What does this tell you about . . . ? 	<p>Response stems for Generalising</p> <p>What is true about all of these is . . .</p> <p>What is generally true about this is . . .</p> <p>This tells us that . . .</p> <p>We have found out</p> <p>We have learned that . . .</p> <p>We have concluded</p>
<p>Questions to develop: Inference</p> <ul style="list-style-type: none"> • Can you explain from this how . . ./why? • What do you think might be happening here? Why? • What do think might cause this? • Why do you think they did this? • How do you imagine they are feeling? • Can anyone think of a different idea? 	<p>Response stems for Inferring</p> <p>This could explain</p> <p>We think that what is happening here is . . . because . . .</p> <p>What might have caused this is . . .</p> <p>We think they did this</p> <p>We don't agree . . .</p> <p>We think they must be feeling . . . because . . .</p>
<p>Questions to develop: Predicting and Hypothesising</p> <p>What are we going to see at . . . ?</p> <ul style="list-style-type: none"> • What would/might happen if . . . ? • If . . . , what do you think will be the result? • What would it be like if . . . ? • What would you do if . . . ? 	<p>Response stems for Predicting and Hypothesising</p> <p>We think that we will see . . .</p> <p>If this happens we . . .</p> <p>This would . . . if . . .</p> <p>If this happens, we think that . . .</p>
<p>Questions to develop: Recalling information</p> <ul style="list-style-type: none"> • How many . . . ? • Where is . . . ? • In which year did..? • Why did . . . ? 	<p>Stems for Recalling information</p> <p>There are . . .</p> <p>. . . is</p> <p>. . . did this</p> <p>This happened in . . .</p>

From Pauline Gibbons Learning to Learn in a Second Language



Supporting an EAL learner during reading activities in class

Pre-reading tasks

- Give EAL learners the text **before** the lesson in which it will be used, setting it as a homework task
- Identify language and content likely to be unfamiliar to pupils. Explore unknown words, idiomatic and metaphoric language.
- Explore the front cover and read title. Explore what they already know about the topic
- Text Shuffle: The teacher cuts up chunks of the text and asks the children to discuss the content, characters, events and vocabulary. They then try to predict what the story might be about. This can be done individually, in pairs, or in groups.
 - Summarise the story/text simply before reading it
 - Use images from or linked to the text for prediction
 - Ask pupils to make up questions – *what would they like to know?*
 - Give pupils a list of statements about the content of the text to discuss

During reading

- To introduce or reinforce vocabulary for the whole class give 3 or 4 words to paired students to find and highlight in the text. Students must discuss the word meanings in the context of the text and then try to **use the words in their own sentences** either orally or in writing.
- Use paired reading: *EAL learner reads to and listens to a confident reader(s).*
- Challenge pupils to transfer the text into the form of a **key visual**, e.g. time line, flow diagram, family tree, mind maps, bar chart or graph.
- Use Vanishing Cloze (best for short factual pieces) The text is presented on the white board and read together. Individual words are gradually erased while the whole class continues to read the text aloud until no words are left. Students can then be asked to write the text from memory.
- Give pupils a list of differentiated questions: True/false: *Challenge children to work out and justify, using evidence from a text, why they think a statement is true or false.*
- Use text reconstruction activities e.g. sequencing and jigsaw reading
- Use text-marking activities such as highlighting, numbering, and labelling
 - who (people, names, they, he, she)?, what (events, actions)?, where (places, towns, countries)?, when (dates, years, times, months, seasons)?, why (because...)?
(Highlight parts of text that give the answers to the questions.)
- Pick out language detail in texts
 - colour code nouns, verbs, adjectives



- Activities relating to text genre

Scientific experiment

- underline passive verbs (the water was heated)
- circle all key nouns

Chronological account

- highlight dates, people and places in different colours

Descriptions

- annotate positive words and phrases in different colours

1:1 Reading support

- Mask a word, Predict text, Jigsaw tasks.
- Record text so it can be listened to several times- useful for the older child who may be able to read fluently in his/her first language but needs practice reading in English. The use of the recording may be helpful if the child is reluctant or self-conscious when reading in English.
- Echo reading-This is particularly useful for an EAL learner who is literate in their first language and so can effectively decode words, but may have difficulty with correct pronunciation, inflection and phrasing.
- Choral reading- (children reading the text orally together). The teacher models reading the text initially, and then allocates parts to various groups. The children read aloud together several times and the teacher provides assistance where necessary.

Post-reading tasks

- Invent new ending, new characters, new story
- Masked subjects: *Mask titles, headings and nouns on a page and ask pupils to work out what they think is being described by the remaining text. Pupils will then have to read around the masked words and rely upon the descriptive language and other hints left by the author to draw conclusions.*
- Cartoons, posters and speech bubbles
- Hot seating -*Drama strategies enable EAL learners to draw on gesture and use Conversational English to communicate their understanding*
- Cloze exercises, i.e. fill in parts of the text that have been removed
- Summarise, e.g. pupils suggest a title for each paragraph
- Transfer information to a different format such as a graph or a diagram
- Make a visual response – e.g. draw a concept/story map or timeline
- Extend questions away from the text to explore themes, characters



Readers for EAL Pupils

This is a suggested list and is not intended to be comprehensive or directive. While many useful resources may already exist in your school, these and other resources are available from your local library, good bookshops or purchased on the Internet. The following reading series may be useful for children with EAL, particularly those newcomers who arrive in the senior classes and may be literate in their first language. These readers offer age-appropriate reading materials that are less demanding on the reader.

Titles of high interest reading series

	No. of titles	Interest ages	Reading ages	Other
Robinswood Press	10	8-12	7-8	
Robinswood Press	24	11-15	7-8, 8-9, 9-10	
Trailblazers	18	8-14	6-7	Fact and fiction
Starchasers	6	8-14	6-7	Space adventures
Siti's Sisters	12	10-14	7-8	Fiction
Boffin Boy	12	8-14	6-7, 7-8	Fiction
Macmillan Guided Readers		8-17+	6.5-7, 7-8, 8-9, 9, 9-10, 10-11	Contemporary and classic authors
Solos Fiction (Barrington Stokes)		10-13	6.5	



Phonics at Secondary school

For all pupils, the teaching of phonics and the development of phonological awareness is an important development of English language but for EAL learners whose literacy skills are developing alongside their oracy skills, phonics teaching should not be the only approach to learning to read.

EAL learners need to learn the mechanical ability to decode and encode and, if they already have literacy skills in their first language, this is a skill that they often acquire quickly but will still need phonics intervention.

Literacy and EAL learners

Children entering the education system after the age of 11 will have varied experiences of reading and range from the illiterate to the fully educated and literate in their first language. Learning to read in their second language for these children involves:

- Learning to decode and encode the phonemes in English to make up new words.
- Making links between the new English words and their own vocabulary development in their first language. (vocabulary building)
- Identifying how this new vocabulary is used in the context of a sentence in English. (meaning-making)
- Understanding the new vocabulary and the sentence in which it appears.
- Understanding how the new language is used by the writer for effect.

Reading for understanding

Whilst synthetic phonics teaching and the development of phonological awareness will contribute to bilingual learners' English reading development, this should not supplant EAL language development work. The ability to decode, a skill which many EAL learners develop rapidly, is often not accompanied by the comprehension skills necessary for achievement within the educational system. For this reason undue emphasis should not be placed on decoding skills with children operating in a second language

“A child with good decoding skills may give the impression of having good reading skills and, as a consequence, poor comprehension skills may not be identified. As children with poor language skills progress onto texts that challenge decoding ability, the storyline with the text is likely to go beyond their level of understanding... Failure to provide the necessary language support in the early years of education may lead to a poor-get-poorer pattern of reading comprehension achievement for many children learning EAL”.

Hutchinson et al. (2003: 30)



Strategies

- Phonic schemes of the type used in Early Years and Key Stage 1 are usually not appropriate for use at secondary school and are too time consuming. Schemes such as 'Racing to Literacy', developed by Alice Washbourne in Lewisham has the very specific aim: to teach basic phonic awareness to new arrivals with little or no knowledge of literacy in their first language. It is not intended to be a complete solution on its own, but plugs the phonics gap for late KS2-KS4 new arrivals. It is available on the extranet <https://extranet.solgrid.org.uk/schoolissues/eal/default.aspx>
- Be aware that EAL learners need to talk about their books more than a monolingual learner. They need to talk about the new vocabulary; that 'fierce' is the same as 'angry'. That the word 'shed' refers to the building made of wood in the picture at the bottom of the garden. They will not have had the same exposure to oral language as their monolingual peers have had and so may initially find it difficult to guess words from the context in which they appear in a sentence. 1:1 reading with your EAL pupil is as important as including them in appropriate phonics groups.
- Assess the reading level of the EAL learner and identify readers which will be suitable. Beware of standardised, formal reading assessments and remember not to give age equivalents without qualifying that the norms are based on the performances of monolingual speaking peers. Results therefore should only be reported upon qualitatively and used to measure progress; compare child against themselves over a given time period taking into account progress made developmentally.
- Set up paired reading on a regular basis with a competent reader. Provide a range of reading material, both fiction and non-fiction. Ensure that the paired reader is clear of what is expected of him/her.
- Talk to the parents/carers about the importance of reading at home with their youngsters. 'First News' is a weekly newspaper aimed at young people. It covers current events at home and abroad.



Ideas for teaching writing

Sentence makers

Sentence makers are excellent for teaching EAL learners specific structures in writing. They give pupils the opportunity to repeat and practise the language. They can be used as a scaffold for talk and to rehearse orally before writing.

Example of a sentence maker in Design and Technology

The	laces soles heel upper toe	is are	made from constructed from	wood metal plastic canvas leather rubber
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Example sentences:

- The sole is constructed from rubber
- The heel is made from wood

Heads and tails

“Heads and tails” is another great tool to help EAL learners construct sentences. Type out the sentences and cut them in half. You can copy them on to card for learners to assemble. Think carefully about where you make the splits.

Tropical rainforests cover	rainforest in the world.
The Amazon is the largest	from rainforests.
25% of modern medicines come	7% of the earth.



Detectives and Cloze

Detectives

This is a fun way of making students understand sentence grammar:

1. Prepare the sentence or sentences you want to use for teaching
2. Tear them up into separate words or sentence parts.
3. Give pupils a torn up note to reconstruct the message.
4. Identify all possibilities.

Cloze

Students have to reconstruct a text, parts of which have been deleted. You can ask them to fill in single words, headings or subheadings. Or give them subheadings and titles and ask them to add the details. You could supply the words pupils need separately or give a selection of possible words to choose from. You can support these activities with relevant visuals and if necessary give initial letter clues; in short it is easily differentiated and can be tailored to the needs of the individual.

The abstract by Van Gogh has mostly _____ colours. The lines are _____.

This makes you think he is _____.

secondary straight wavy disturbed primary swirling calm

Making connections

Ensure you teach EAL learners connectives. It is helpful to teach them in groups. If students are literate they may be able to translate these connectives and make bilingual lists; making connections between languages is a helpful way to learn.

Here are some simple examples:

Time
First
Finally
Previously

Adding
Also
As well as
In addition

Cause and effect
So
Therefore
As a result

- Display connectives on posters in your classroom
- Create connectives banks for specific genres of writing
- Encourage pupils to collect connectives and add to the lists



Bilingual pupils need to be shown how to use connectives in sentences so that they understand how the sentence structure changes.

*The river overflowed **because** it rained heavily.*

Because it rained heavily, the river overflowed.

As a result of the heavy rain, the river overflowed.

*The river overflowed **as a result** of the heavy rain.*

You could use some of the tools e.g. cloze, heads and tails etc to demonstrate and reinforce this point.

Writing frames

A writing frame is a skeleton outline to scaffold pupils' writing. Writing frames can support EAL learners to write longer texts in different genres. They are useful once an EAL learner is starting to write in sentences, but as students develop control over their writing the scaffold should be reduced and eventually taken away.

Writing frames can provide

- Sentence starters
- Relevant sentence grammar
- A structure for writing
- Relevant connectives

Powerful alternatives to writing frames are modelling writing and graphic organisers.

There is a danger that writing frames can become a straitjacket rather than a support if they are overused.



Examples of writing frames:

Discussion

There are divided views on...
Some people argue...
They claim that...
They also....
However, others would say...
In addition....
Furthermore....

Interpreting results

The results of the investigation are...
From the table you can see...
This shows that...
Another interpretation could be...

Explaining evidence

This

- shows
- proves
- demonstrates

Talk frames can be used in the same way as writing frames, to scaffold talk and to practise orally before writing.

Models and modelling

Models are essential for EAL (and all) learners to know what a good example should be like. There are various ways of using good models:

- Use examples of pupils' writing
- Use authentic, real life examples of the sorts of texts you want pupils to write
- Compare good and bad examples of the genre
- Write them yourself
- Write collaboratively with a small group **combining talking with writing**

Modelling enables teachers to demonstrate what a good finished product looks like at the same time as demonstrating the process of writing. It enables pupils to know what the writer is thinking during the process.



"I want to persuade my readers that it is a bad idea, so I am going to write, *The ridiculous idea...*"

You can model different elements of the writing process e.g. planning, editing and re-drafting, composing and sentences, linking ideas across paragraphs and evaluating.



Interactive Diary Writing

Tuesday 7th November

This morning I arrived at school early because I am taking a bus. I had French first lesson, which I found difficult to understand but if Mrs. M. describes it to me, so I understand what that word means.

Second lesson I had Maths which is my favourite subject but in Philippines I hated Maths and Science uswell because its hard to know and understand. Here it difficult because Mr. H. talks very quickly. At lunchtime I chatted with my friends. I had English last, sometimes I found easy, but not really easy and then we're go home with my brother sometimes...only because we are not same schedule but if not my brother my friend she made also in Philippines. Now we're at home I will see my diary if I have any homework for tomorrow and then I will do it. If I finish I have to get some rest and then we are now cooked with my brother because my mum is at work.

- No limits should be put on what students should write about; encourage a New Arrival to draw and label pictures initially.
- Provide a writing frame, particularly for those in the early stages of learning to write in English
- Student diaries should be used interactively- they should be shared with teachers who in turn should respond in writing to their students
- Some would suggest that no evaluative feedback of any kind is given in response to students' diaries entries however some EAL learners, particularly older ones will seek feedback about the form of their diaries
- They are particularly useful for providing a continuous record of the writing development of the EAL learner.
- Make note of common writing errors and highlight these errors when helping the EAL learner redraft more formal written work.



Helping EAL learners with Coursework/Controlled Assessment

- Many bilingual pupils who are confident social speakers of English may appear to be able to cope with the demands of the curriculum. These pupils need support in developing their academic abilities in English, particularly in relation to producing appropriate written genres.
- They need extensive modelling and guidance as to what is required through, for example, writing frames, which take them through the stages of writing up a scientific investigation, a historical argument, a personal account etc.
- They need explicit feedback in terms of what is required to improve their work.

Pre-Planning

EAL learners, who come from a wide range of backgrounds, may not be familiar with a system of assessment which does not rely totally on exam results. Check on a 1:1 basis that your EAL learner understands the concept of coursework and what is expected of them.

Specific Information should be issued on:

- The times throughout Key Stage 4 when students must meet various deadlines- Consider a Coursework timetable
- Expectations for the coursework, e.g. presentation, length, fieldwork element etc. may vary according to the subject.
- How many pieces of coursework are required within each subject area.
- The percentage that each piece of coursework carries towards their final mark.
- The break down of the marks in the coursework.
- The work has to be individual and in their own words. *Some EAL students may be tempted to copy work they see on the Internet in their frustration at a lack of language fluency.*

Planning

Content

- Discuss 1:1 with the learner what he/she understands about the task (to have the opportunity to orally rehearse language that he/she may use in their written work is very important for an EAL learner). At this stage, **repeat** and **remodel** ideas he/she may have to reinforce language and take written notes for him/her to have as a reference.
- Check that he/she has fully understood the storyline of set texts before writing coursework – (See ‘Supporting Reading’ in this pack for examples of reading activities)
- If coursework is based on a set text in English, ensure that the EAL learner has seen a film version or has had access to a simplified text.



- Check that he/she knows where to go to do any research for the piece of Coursework
- Brainstorm ideas verbally and record them using graphic organisers/ key visuals that the EAL learner can take away with him/her as a reference. This will help the EAL learner plan and organise his/her writing.

Language

- If appropriate provide models of coursework, use examples from pupils' writing. Compare good and bad examples of coursework written.
- Provide a writing frame for the coursework which illustrates the structure of the piece of coursework i.e. the language will vary from section to section.
 - Writing frame for introduction
 - Writing frame for data collection
 - Writing frame for analysis and conclusion
 - Writing frame for bibliography
- Provide sentence starters depending on the written genre: e.g. discussion, interpreting results, explaining evidence
 - The main aim of this study is...
 - In this scene Shakespeare introduces...
- Provide key word lists i.e. connectives, subject specific vocabulary, expressions for giving opinion/ explanations. Word lists should be specific to that particular task rather than extensive.
- Consider tenses they will use in the piece of coursework
 - Use of the future tense when writing hypotheses- 'I will be investigating...'
- Ensure they understand and know how to set out quotes in their coursework correctly and that they understand to use them to illustrate the point they are making.

Drafting

- Continuously and regularly assess coursework at all stages. Set achievable short-term targets such as 'Complete the introduction in the next two days'.
- Complete drafts on the computer where possible so that it is easy for them to correct language/spelling errors
- Provide student with feedback on
 - Content
 - and **Language**
- A checklist of 'missing' and 'can be improved' items provide the opportunity to 'fill gaps' while fresh in students' minds.
- Allow time for redrafting if possible



How to support EAL learners in mathematics

The language of Maths presents particular challenges for EAL pupils.

There are three main areas of language which need to be identified by classroom teachers and in some cases should be pre-taught:

Specialist mathematical vocabulary

e.g. multiply, divide, triangle, sum

The use of everyday words in Maths in specific ways

e.g. table, match, difference

Language of reasoning and logic

If...then...because...must be...can't be....could be.....therefore.....

Children learning English as an additional language will need to have this vocabulary specifically taught; it is not something that will usually just be “picked up” and without targeted interventions these children can be disadvantaged.

Interventions to teach the vocabulary include:

- Oral rehearsal
- Barrier games
- Adult modelling
- Display with visual models
- Speaking frames
- Bilingual glossaries/liaison with home
- Pre teaching

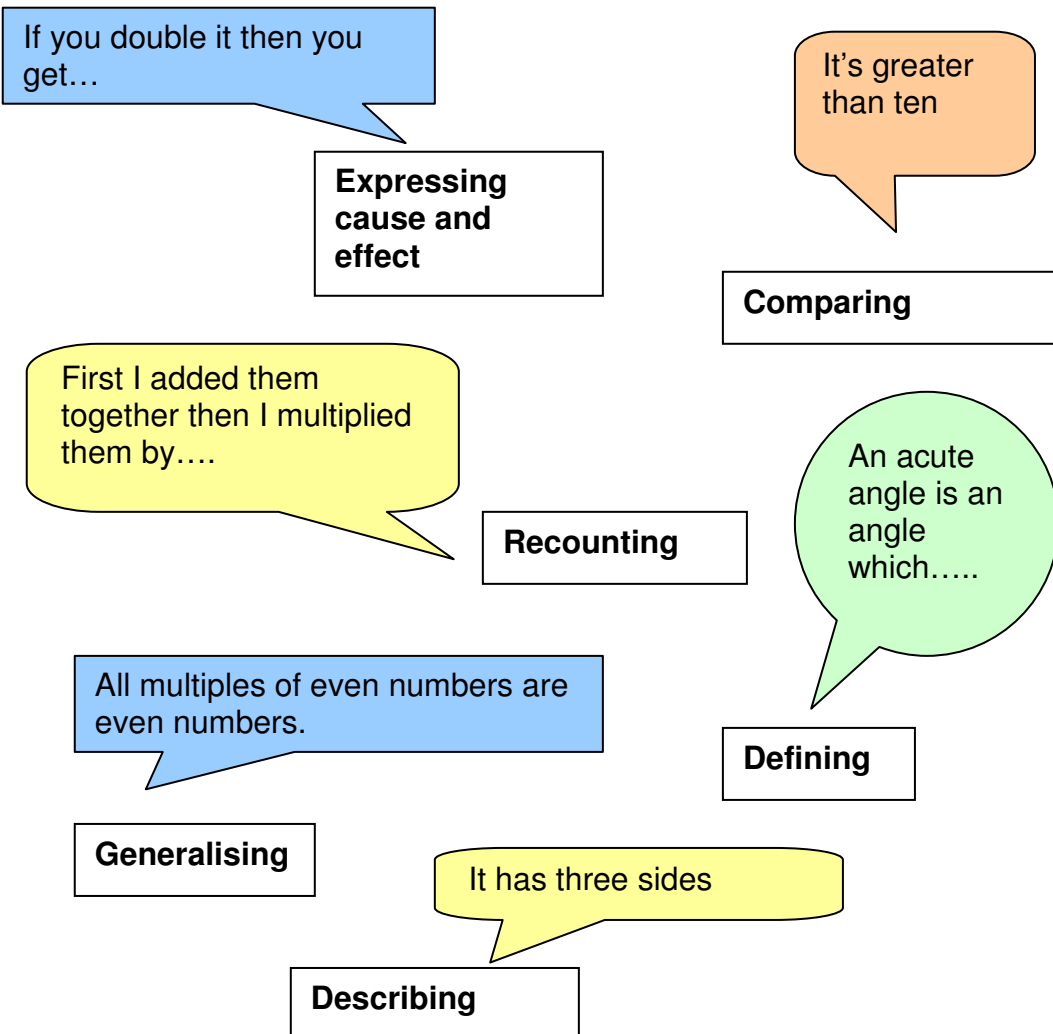


Teacher modelling is crucial for pupils to understand the subject-specific use of this language and Maths lessons should be full of **talk and action**.

Ensure that pupils are given vocabulary lists and that bilingual lists are sent home (where appropriate) so that parents can reinforce new vocabulary in their first language.

Mathematical vocabulary and symbols should be clearly displayed in the classroom

It is helpful to consider language functions and structures in Maths:



An awareness of how language is used in Maths lessons will help teachers to plan lessons with an appropriate language focus.



Tracking progress

Many EAL learners under attain in comparison with their monolingual peers for significant parts of their educational career as they are still acquiring academic fluency in English. This is normal and most will catch up with, and even exceed, their peers given time and the correct support.

Low expectations can be one of the biggest barriers to learning encountered by EAL pupils. For significant parts of their educational career EAL learners will make more rapid progress assuming they are exposed to good quality-first teaching and appropriate intervention.

It is essential that all EAL learners are tracked effectively so that progress is seen in context.

Profile of Competence

EAL learners in Solihull are tracked and assessed using the Profile of Competence. This is an assessment system that covers the for areas of language (Listening & Understanding, Speaking, Reading and Writing) and tracks progress from beginner to advanced – a process that usually takes 5 to 7 years, but can take up to 10 years in some cases. The table below shows the expected time each stage should take.

EAL learner	EAL level	Key
New to English (Code A)	Step 1	S1
	Step 2	S2
Early Acquisition (Code B) (up to 2 years to reach this stage)	Step 3	S3
	Step 4	S4
Developing Competence (Code C)	Step 5	S5
	Step 6	S6
Competent (Code D)	Step 7	S7
Fluent (Code E)(Usually 5-7 but sometimes 10 years to reach this stage)	Step 8	S8

The Profile of Competence should form the context to National Curriculum assessments and should run alongside assessments in the classroom. It is not intended as a substitute but as an additional tool to ensure that teachers are able to demonstrate that pupils are making progress. For this reason it is recommended that it is updated at least termly.

EAL learners who have been learning English for between 5-7 years should not necessarily be considered as underachieving if they are working below age-related expectations.

It is essential to consider the following factors when looking at pupil progress:



English as an Additional Language

- 1) The age of the pupils when he/she arrives and
- 2) The number of years schooling the pupil has received in his/her language
- 3) The amount of time he/she has been learning English

The trajectory for EAL learners needs to be steeper than normal in order for them to catch up with their peers. EAL learners require aspirational targets to be set for them and these require **good quality-first teaching and the implementation of a range of interventions to ensure the targets are met.**

Tracking pupil progress is an essential link in the assessment chain and, where possible, any information should be integrated with existing school systems.

This example details the range of additional fields that are particularly important in developing an effective data tracking system for EAL learners.

Name	Year	Gender	Date of UK entry	Country of origin	Ethnicity	First Language	EAL?	Literacy in L1?

- Tracking systems should include all BME (Black & Minority Ethnic) pupils not just those reported as learning EAL
- Date of entry into the UK is a critical piece of information as this may explain the under attainment for the early part of a learner's educational career; it will not explain underachievement.
- Country of origin, ethnicity and first language each add useful information and add extra fields to analyse data
- EAL- bear in mind that not all ethnic minority learners have an influencing language in their background. Those who do not would not be described as learning EAL. It is a worthwhile field as it can be used for data analysis e.g. ethnic minority and/or EAL compared with white British. The number of beginner EAL learners* is required for the school's self evaluation form.
- Literacy in first language can be difficult to determine. It is suggested that "yes" is recorded if pupil is working at an age-appropriate level in reading and writing, "partial" if they have some literacy and "none" if they have little or no ability in their first language.

*0-3 years

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Failure to track pupils effectively can mean they are placed in low sets and given low targets which leads to significant underachievement. Particular attention should be given to tracking data at times of transition between key stages.



Classroom strategies for pupils with EAL who have low levels of literacy or are without literacy in any language

Points to note

For older pupils (late Year 9, Years 10, 11) a dual approach of immersion and specific language teaching is particularly important for learners without literacy.

- Young people who have never been to school will be unfamiliar with a school and teaching environment. This will compound any **culture shock and disorientation** they may be experiencing
- **Distress** and **frustration** may result from not understanding
- Pupils may **miss extended family and friends**
- Some children experience **emotional trauma** when they arrive
- **Buddies** can be a vital source of support, especially initially
- During the '**silent period**' pupils actively listen and tune in to the new language
- It is extremely **tiring** to function all day in an unfamiliar language
- Pupils with EAL benefit from **confidence building**, as English speaking pupils often dominate discourse
- **Traditional phonic approaches** appropriate for monolingual pupils may not be helpful for developing bilinguals. The main focus should be on understanding meaning and noticing phonic patterns in context. The de-contextualised nature of some phonics activities can create confusion

Alternative provision

Time for additional literacy intervention can be set aside by offering one less option at Key Stage 4. Students must not be expected to work independently during this time, particularly in the early stages. Any additional qualifications should be approached in tandem with GCSE, rather than as an alternative.

Listening and understanding

- **A good listening environment** is essential
- **Position** so that the pupil can see any visual clues easily
- **Subject buddies** can help EAL learners in the lesson
- Ensure **practical involvement** in the classroom, collecting books or distributing equipment
- Give as many **clues** to the context as possible, **visual and oral**, e.g. key words on board, objects, pictures and maps, written questions.
- **Interactive whiteboards** are an excellent tool for supporting learners with EAL
- Provide **key words, key phrases, key visuals**
- **Speak naturally, expressively and clearly.** Mime, gesture and body language will help understanding
- **Avoid** jokes, clichés and idiomatic expressions. Such use makes new arrivals feel excluded. If use is necessary, ensure explanation
- Check understanding; note that many students will answer 'Yes', to 'Do you understand?' questions. **Rephrase rather than repeat.**
- Encourage the pupil to admit when he/she has not followed what is happening.



Speaking

- Allow for a **'silent period'**
- Encourage, but **do not force** a spoken response
- **Plan opportunities for talk** – talk partners/threes should be competent users of English
- **Allow time to reflect before expecting a response**
- Be **clear in questioning** – new arrivals will usually find it easier to answer closed questions
- **Don't overcorrect** – mistakes are a normal part of learning a language
- Be a good 'link person,' i.e. link and lead discussion, summarise and **repeat main points**. Repeat clearly other pupils' answers to questions
- Allow the pupil to **verbalise** before written work is attempted.

Reading

- Reading should be **meaningful** – phonic work, spellings are meaningless if a child does not understand the vocabulary
- A twin approach to learning to read, using **word recognition and phonics** (see above) can be the most effective
- Help students to notice **patterns/blends** when reading
- Students should practise reading every day
- **Paired reading** (see separate strategies) is a useful tool – with parent/carer, with a reading buddy, both within and across year groups
- Students should be introduced to the **library** and shown how to access all the resources there

Writing

It is vital that talk underpins writing activities

- Teach spelling of **common high frequency words**. Help students to notice the shape and length of words and pick up important letter combinations
- Use **colour coding or boxing** to highlight important information or pick out words
- Always **write clearly** on board and in workbooks
- Link **oral and written forms by writing new vocabulary**
- Use **alternatives to written recording** - tables, flow charts, mind maps etc
- **Ask the pupil what he/she thinks would be helpful and involve him/her with target setting**
- A **'language experience approach'** (see separate sheet) supports reading and writing as well as oral skills

Use of first/home language

- **Maintenance of first language is beneficial**. Pupils can continue to learn concepts effectively through first/home language
- Allow **written work in home language** if appropriate
- If available, encourage **bilingual support** in the classroom
- Encourage pupils to make **links between their languages**
- Ensure **parents and carers are made to feel welcome** at parents' evenings etc, using an interpreter if necessary



Further Reading/References

- An extensive list of approaches and strategies can be found on the NALDIC website: <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/early-years>
- To look at OFSTED's definition of good practice in EAL teaching <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/eal-ofsted>
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