

1

---

---

---

---

---



---

---

---

Who are English as an Additional Language pupils?

- Most new arrivals in this country
- Pupils born in Britain but brought up --speaking a heritage / community language other than English
- Pupils who have learnt and/or studied in English overseas
- Pupils who are gifted and talented or may have Special Educational Needs.

2

---

---

---

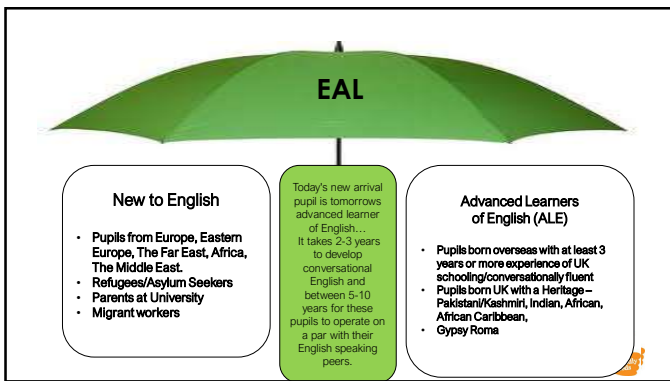
---

---

---

---

---



3

---

---

---

---

---

---

---

---

**New Arrivals**

These are pupils who have recently arrived to live in this country from overseas. Every New Arrival will have a different background, experience of English and different needs.

- Pupils may have previous schooling others may never have attended a school.
- Pupils may be literate in their home language and several other languages; others may be illiterate in their home language.
- Pupils may have knowledge of English from school in their own country, others may have no knowledge of English.
- Pupils will go through a silent period of up to 6 months – They will be watching, actively listening and exploring their new environment.
- The intelligence of these pupils should not be overlooked because of their lack of English Language skills.
- Pupils should not be automatically placed in bottom sets – They are better in mid sets where they will learn from their peers and are exposed to better English.
- Pupils may have high level subject knowledge but are not yet able to show this because of their lack of English skills. Maths, Science, Geography.
- Pupils may have poor confidence.
- Pupils may have problems settling in and making friends.
- Pupils may have experienced trauma and conflict – Refugees/Asylum Seekers/ Unaccompanied living in care.

---

---

---

---

---

---

---

---

---

---

4

**New Arrival**

- I need key word lists in order to understand.
- Please give me time to copy from the board and write in lower case.
- Give me time to tune into a new language of instruction.
- Where should I sit?
- I am trying to recover from trauma and am worried for my family.
- Please use pictures so that I can understand.
- I have studied this work before but can't explain it in English.
- I will not always remember to use my dictionary and wordbook
- I can't make any friends and have little confidence.
- Please don't expect me to understand straight away.
- I have not been to a school for a long time.
- Please don't treat me as if I have special needs. I'm very bright really.
- Please speak slowly and clearly. Give me a little time to work out what you are saying.
- Please don't force me to speak I will speak when I'm ready.

---

---

---

---

---

---

---


---

---

---

5

**New to schooling pupils**



What are some of the potential challenges for New to schooling pupils?

---

---

---

---

---

---

---

---

---

---

6

**This is especially relevant to new to schooling students**

**Feelings:**

- fear/ trauma
- silent period (not wanting/ feeling able to speak)
- isolation – difficulty making friends/ socialising
- anger & frustration
- wrong reactions/ not being able to explain problems

**In the classroom:**

- sitting still/ on a chair
- looking at the teacher when they are talking
- using scissors/ glue/ ruler/ rubber
- copying correctly
- colouring (in the lines)
- tidying up after activity
- packing bag at end of lesson


**Difficulties New Arrivals and New schooling students may have**

**School routines:**

- understanding concept of time
- understanding concept of having to be in a particular lesson at particular time
- following a timetable
- reading a timetable
- telling the time (in any language)
- remembering things needed for school eg. planner/ pen
- not knowing expectations
- knowing the correct way to speak to someone
- responding correctly to someone when spoken to

**Using computers:**

- turning on computer
- remembering username/ password
- saving document (in the right place)
- finding document they've saved
- copying and pasting



7

---

---

---

---

---

---

---

---

---

---

**What do I do if I have students like this in my class?**


**This is some general guidance of what we would expect in classes where there are low level, new to schooling EAL students.**

**We would expect to see:**

- Lots of visuals.
- Use of colour.
- Regular focus on key words.
- Students' 1<sup>st</sup> language.
- Simplified language.
- Differentiation for language level.
- Clear classroom routines.
- More of a focus on language development alongside the subject content in comparison to other classes.

**Lessons should:**

- be accessible to students both in language & content.
- support students' understanding of language, content and classroom routines.
- teach students key words.
- develop students' language.



8

---

---

---

---

---

---


---

---

---

---

**Advanced learners of English**



9

---

---

---

---

---

---

---

---

---

---

Advanced Learners of English (ALE)  
Today's New Arrival pupil is tomorrow's Advanced Learner of English (ALE).

- Pupils may converse confidently but will still lack academic language skills, comprehension and advanced vocabulary needed to fully access the curriculum.
- It can take between 5 and 7 years for pupils to operate on a par with their monolingual peers. It may take longer to become proficient in using academic English.
- ALE's Black African, Black Caribbean, Eastern European, Pakistani/Kashmiri, EC residents, Short term residents, Refugee/Asylum seekers.
- There may be pupils who were born in England but at home their parents do not speak English. These pupils may be weaker with their written grammar work and comprehension skills.



10

---

---

---

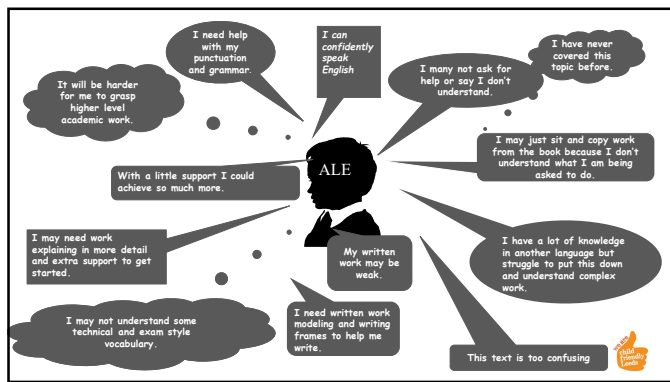
---

---

---

---

---



11

---

---

---

---

---

---

---

---

**Some facts**

- Pupils may take 1 year to gain survival English
- Pupils 2-3 years for basic conversational English.
- Pupils may take 5-7 years to gain 'Academic English'
- A number of factors will have an impact on the development of pupils' language skills and their ability to apply these skills to their learning across the curriculum:
- the age at which pupils enter the educational system
- their previous experience of schooling and literacy in their first language;
- their knowledge, skills and understanding of languages and the school curriculum;
- home and community expectations and understanding of the education system;
- support structures for learning and language development at home and at school.



12

---

---

---

---

---

---

---

---

### EAL Assessment

Assessment is key in planning for effective learning and teaching... you would want to know what level of musicality a student is at?

- Do you know what level of English your pupils are operating at...?
- In Speaking? Listening? Reading? Writing?




13

---

---

---

---

---

---

---

---

---

---

### What do I need to know about these students in my class?

- Different levels of English of different students in the class – there can be a wide range even within students at such a low level and therefore need for differentiation.
- What language(s) they speak & where they're from.
- If they are literate in their first language.
- If they have prior education and to what level.
- How long they've been in England/ this school/ English schools.



14

---

---

---

---

---

---

---

---

---

---

Understanding Steps levels...

---

4. DfE Proficiency in English scales

<b>A</b>	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>B</b>	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
<b>C</b>	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
<b>D</b>	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
<b>E</b>	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

15

---

---

---

---

---

---

---

---

---

---

Planning  
learning  
and  
teaching



16

---

---

---

---


---

---

---

---

The challenge in teaching and learning:  
Pupils need to learn English **and** they need to  
learn the curriculum in English.



17

---

---

---

---

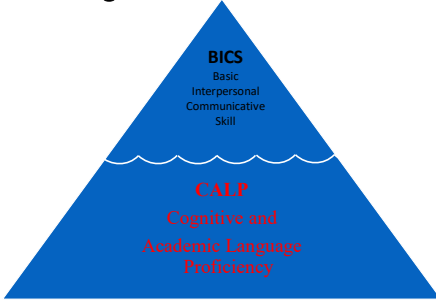
---

---

---


---

The Iceberg Model



**BICS**  
Basic  
Interpersonal  
Communicative  
Skill

**CALP**  
Cognitive and  
Academic Language  
Proficiency



18

---

---

---

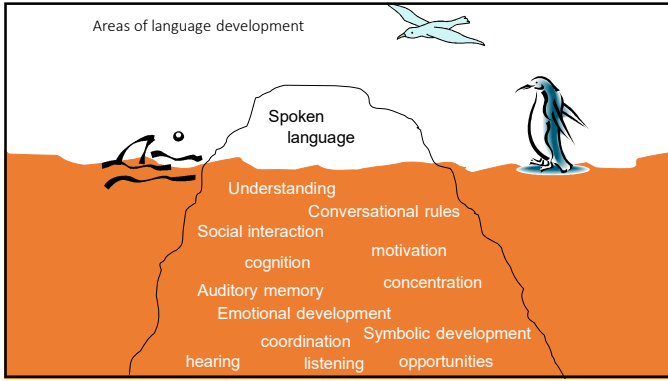
---

---

---

---

---



19

---

---

---

---

---

---

---

---

Basic Interpersonal Communicative Skills (BICS) → Cognitive and Academic Language Proficiency (CALP)

An inclusive teacher ACCELERATES the development of CALP in order to secure equal opportunities for EAL pupils

How might a teacher achieve this?

- (i) Through planning learning experiences that will develop cognitive and academic language
- (ii) Through scaffolding learning experiences that will require cognitive and academic language.

20

---

---

---

---

---

---

---

---

When used as a tool in a foreign language classroom, music has the ability to increase students' vocabularies, enhance language skills in the areas of reading, writing, speaking, and listening, and strengthen appreciation of the target culture in students (Piri, 2018)

21

---

---

---

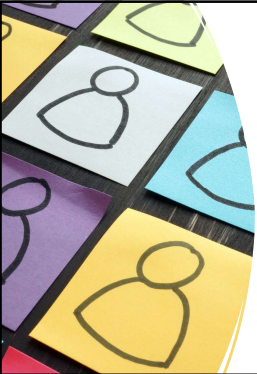
---

---

---

---

---



## What are the key issues for learners?

- Understanding written problems
- Understanding subject specific vocabulary e.g., minim, harmony, timbre, notation, andante, etc
- Communicating their reasoning accurately using correct vocabulary
- Understanding the instructions and contexts within the subject e.g. comparing, contrasting
- A lack of opportunity to use first language to move thinking and learning forward

22

---

---

---

---

---

---

---

---

EAL pedagogy  
and  
lesson/activity  
planning

<b>Language Demands</b> What language skills will be needed by the pupils to succeed? What might we need to SCAFFOLD?	<b>Language opportunities.</b> What language skills could the Pupils practice, develop or apply? How could the development of CALP be accelerated?
<b>DEMANDS:</b> Technical vocabulary, time connectives, cause and effect.....??	<b>OPPORTUNITIES</b> (can be identified through the NC for English)
<b>SCAFFOLDS:</b> Word list, visual representations of the concept, preparation prior to the main lesson, thinking maps, own language resources	Connectives, comparative language, explanation, description.....??

23

---

---

---

---

---

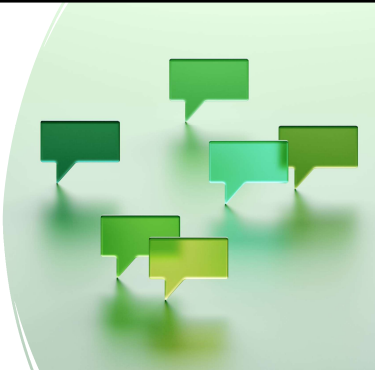
---

---

---

## Language functions and structures

- Language functions are the meanings and concepts which we want to communicate.
- Language structures are the words and word order we use to express the language functions



24

---

---

---

---

---

---

---

---



### Language functions

Language functions are the meanings and concepts which we want to communicate.

Language structures are the words and word order we use to express the language functions.

- expressing cause and effect**: The war began because
- comparing**: The more acidic the solution the more vigorous the reaction
- recounting**: First I added them together and then I multiplied by .....
- generalising**: All multiples of even numbers are even numbers
- defining**: An acute angle is an angle which ....
- describing**: It has eroded

25

---

---

---

---

---

---

---

---

### Curriculum language considerations

- 3 areas of vocabulary to consider:
  - Subject-specific words and/or symbols defined for use in the discipline**
    - allegro, picturization, improvisation, ensemble
  - Words and phrases with subject-specific meanings that differ from meanings used in everyday life**
    - rhythm, note, pitch, beat
  - General academic vocabulary used across disciplines**
    - compare, analyse, evaluate, describe

26

---

---

---

---

---

---

---

---

### Vocabulary

Vocabulary is a serious linguistic obstacle to most of our pupils which hold them back in academic achievement

Largo  
Pizzicato

How many words?  
How to learn?  
Explicit teaching  
Incidental learning

- Clapping hands to emphasize the rhythm of the speech
- Making gestures that illustrate the speech intonation
- Annotating written sentences to indicate the position of the stress as in a music score.

27

---

---

---

---

---

---

---

---

## Develop language

- Other activities to develop language beyond key words eg. Model sentences/ sentence starters/ talk for learning/ speaking & writing frames (at level appropriate for students)
- Students should be supported as far as possible to use language independently at/ just above their level eg. Write words/ simple sentences with support, rather than just gap-filling to complete a longer text that they don't understand
- There should be differentiated support for different language levels in class, focussed on language level/ need & extension tasks to develop language of students with highest levels



28

---

---

---

---

---

---

---

---

Song lyrics stimulate phonetics, vocabulary and improve grammar.

Songs may help to easily remember vocabulary or phrases.

### Songs

Music lyrics and songs not only provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, but increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination.

Listening skills may become more intense and focused when lyrics and humour are involved.

Songs can develop the four skill areas of reading, writing, listening, and speaking.

29

---

---

---

---

---

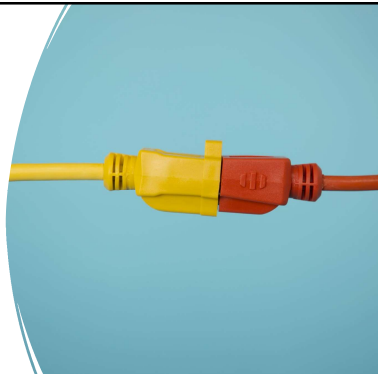
---

---

---

## Make input comprehensible

- Use speech appropriate for students' proficiency level, e.g. slower rate, enunciation, repetition, and simple sentence structure.
- Use a variety of techniques to make meaning clear, e.g. modelling, visuals, hands on
- activities, demonstrations, gestures, body language
- Emphasise key vocabulary e.g., introduce, write, repeat, and highlight key words.



30

---

---

---

---

---

---

---

---

## Support understanding

- Use of images/ diagrams/ colour etc.
- Make meaning of vocabulary/ concepts clear
- Use of 1st language to support learning
- Taking into account students' literacy in their 1st language
- Translation/ dictionaries – even if they are not literate/ do not know the words in their language, it can reinforce their understanding of new concepts to learn them in their 1<sup>st</sup> language & English
- Allow them to help each other in 1st language appropriately
- Sit with supportive buddy (who speaks their language or other supportive student)
- Allow planning in 1st language initially as this will be easier to support thinking of ideas & moving on to more extended writing
- Focus on more concrete language where possible




---

---

---

---

---

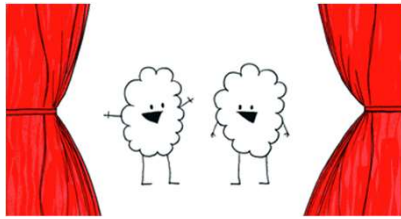
---

---

---

31

## Activity: Strategies useful for each area of learning



- Using the strategies sheets, mark or highlight the strategies you regularly use to support learners.
- Which other strategies could also use in your lessons?

---

---

---

---

---

---

---

---

32

## Think about accessibility of content

- Make lesson relevant to the students and bring in prior experience
  - Use images from their countries
  - Discuss their experiences in relation to the topic
  - Eg. If you were talking about stringed instruments, ask them to name instruments they know with strings, whether they play or have seen any being played in their family or social community. If you were playing a piece that is about a wedding, ask children whether they have attended a wedding before. Ask them to describe and explain what happens in any they may have attended or if none of them have, then explain it so they can visualise the actions and emotions in the music.
- Think about students' prior knowledge of the world/your subject and depth of cultural understanding.
  - Remember they may have big gaps in knowledge or experience, or their experience and customs may be culturally different to your own.




---

---

---

---

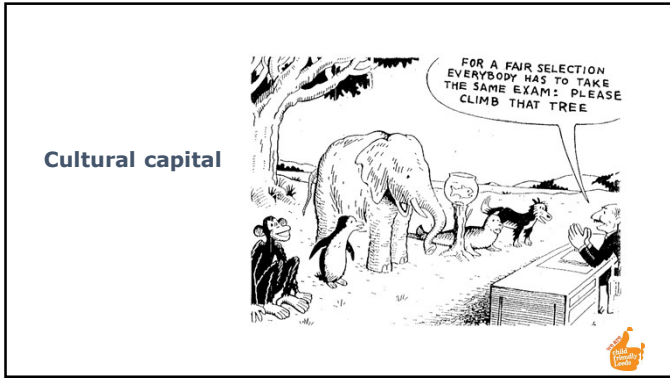
---

---

---

---

33



34

---

---

---

---

---

---

---

---

**Instant Support Strategies**

- Draw pictures
- Use the internet
- Explain, model language
- Translate
- Highlight key part of sentence structure
- Label diagrams
- Provide opportunities to practise key words in different contexts.
- Develop bi-lingual key vocabulary lists
- Pre-teach key words and give them emphasis through voice tone
- Use visual aids
- Listen attentively to the child
- Simplify text and focus on key words
- Use a bilingual or picture dictionary

35

---

---

---

---

---

---

---

---

**Summary**

Before leaving today please share:

- 1 thing you learned
- 1 new practice you will undertake

Thankyou for your attendance and participation.

36

---

---

---

---

---

---

---

---