

SIÂN BROOKS

Goresgyn y rhwystyr iaith i
ddisgyblion â SIY

Breaking down the language barrier
for EAL pupils

QUIZIZZ

We are learning about.....

the distinctiveness of EAL learners

So we can.....

analyse the
challenges facing
one particular
stage of EAL
learner

ANALYSE

evaluate EAL
pedagogy

**EVALUATE &
APPLY**

create suitable
EAL resources

CREATE

EAL: Welsh QTS

- **S1.1** They understand the **diverse learning needs of learners** and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or **cultural, linguistic, religious and ethnic backgrounds**.



Which other standards refer to EAL learners?

EAL: Welsh QTS

- ▶ **S3.1.3** They select and prepare resources, and plan for their safe and effective organisation, **taking account of learners' interests and their language and cultural backgrounds**, with the help of support staff where appropriate.
- ▶ **S3.2.5** With the help of an experienced teacher, **they can identify the levels of attainment of those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home**. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.
- ▶ **S3.3.5** **They are able to support those learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home**, with the help of an experienced teacher where appropriate.

What do we mean by EAL learners?

EAL learners :

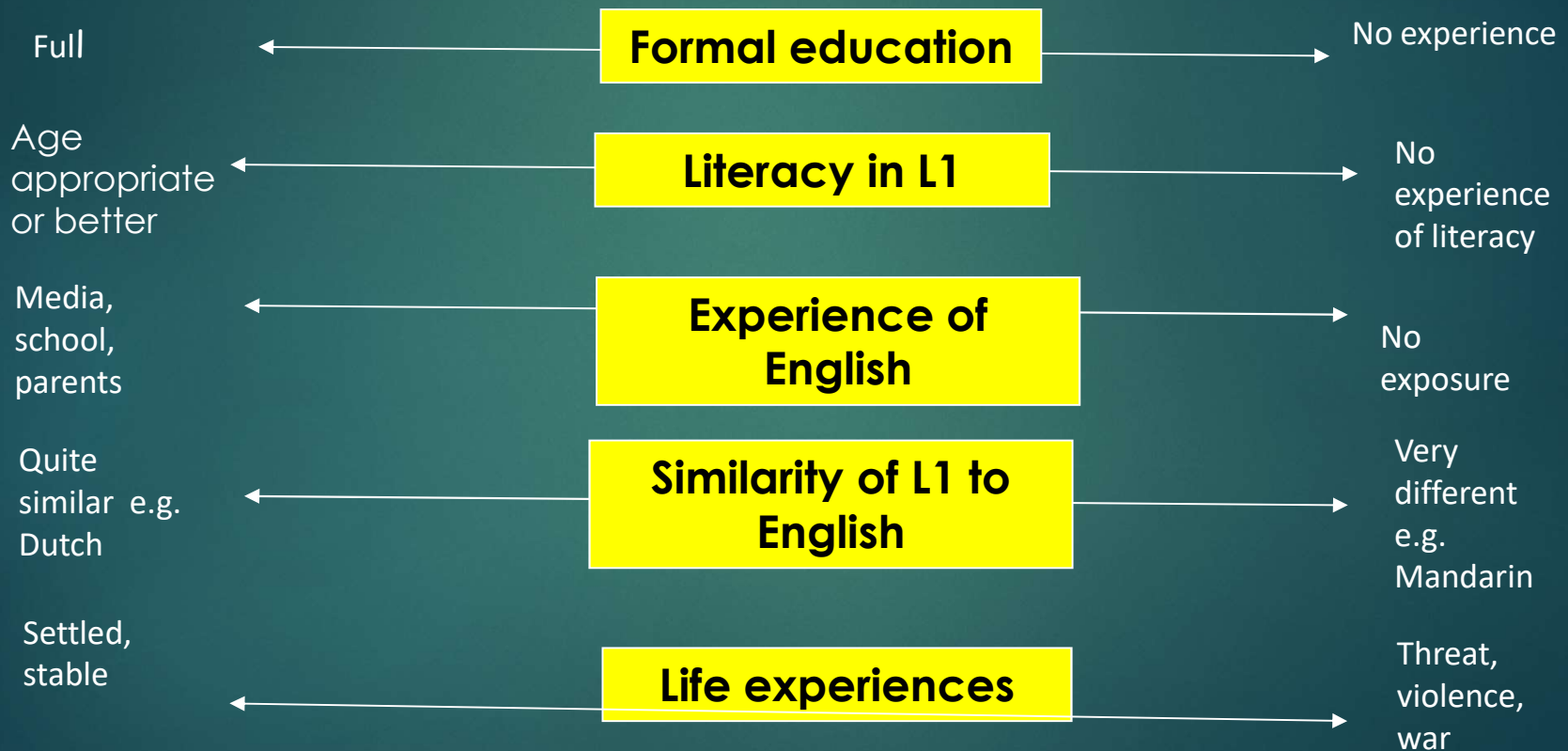
- ▶ Speak, or have access to, a home language which is neither English nor Welsh.
- ▶ **Need to use two or more languages at home and/or at school.**
- ▶ Are not necessarily literate or fluent in any of the languages they use.
- ▶ **Are in the process of learning English for academic purposes.**



“Pupils for whom English is an additional language are not an homogenous group” (NALDIC)

Who are EAL learners?

A very diverse group.



(From Fiona Gordon for Teach First)

Estyn: 2013 Survey

- ▶ Few mainstream teachers have the training or skills to meet the needs of EAL pupils effectively
- ▶ There is not enough co-operation between mainstream teachers of EAL pupils and EMAG support teachers in planning pupils' experiences.



Supplementary guidance:

equality, human rights and English as an additional language

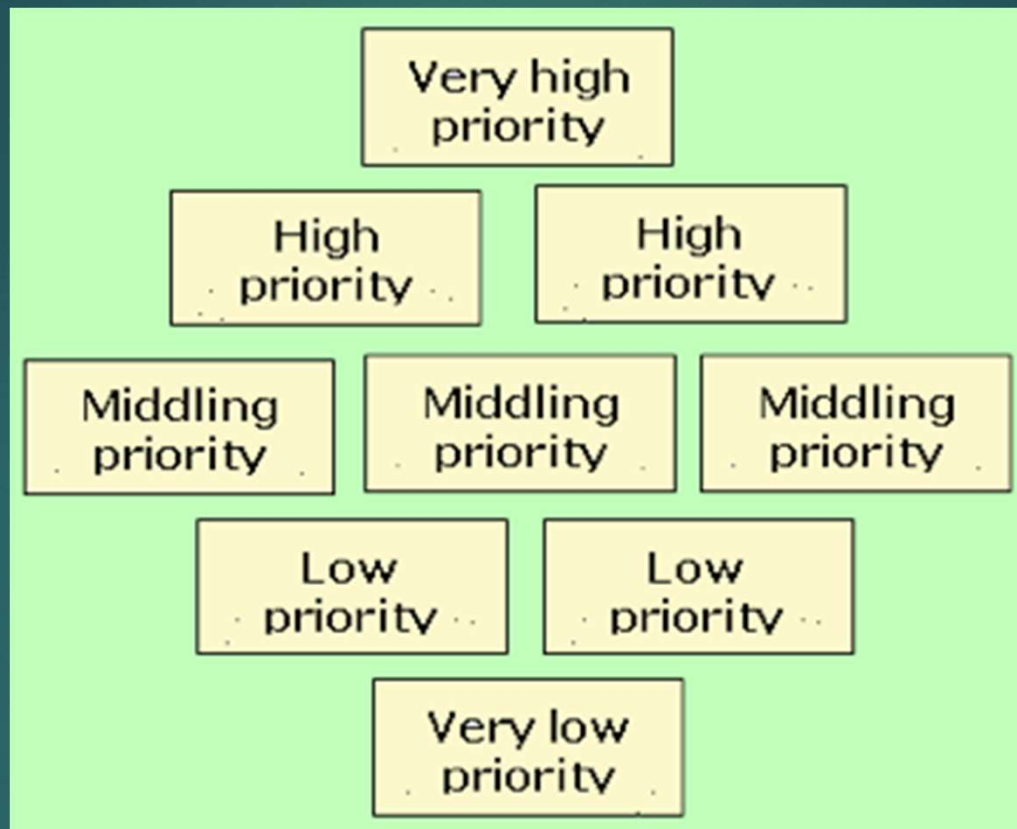
Autumn 2017

 **Estyn**

estyn.gov.wales
@EstynHMI

“Inspectors should look for evidence – such as equality objectives and published relevant information – that providers are addressing key issues affecting different protected groups and have effective steps to address possible disadvantage experienced by them, such as **differential attainment, rates of exclusion and bullying**”.

Estyn Questions: Diamond 9



EXTRA: Create a category for each question

Primary School X , Swansea



EMLAS (Ethnic Minority Language and Achievement Service)

At present School X has 12 EAL pupils who originate from 5 different countries.

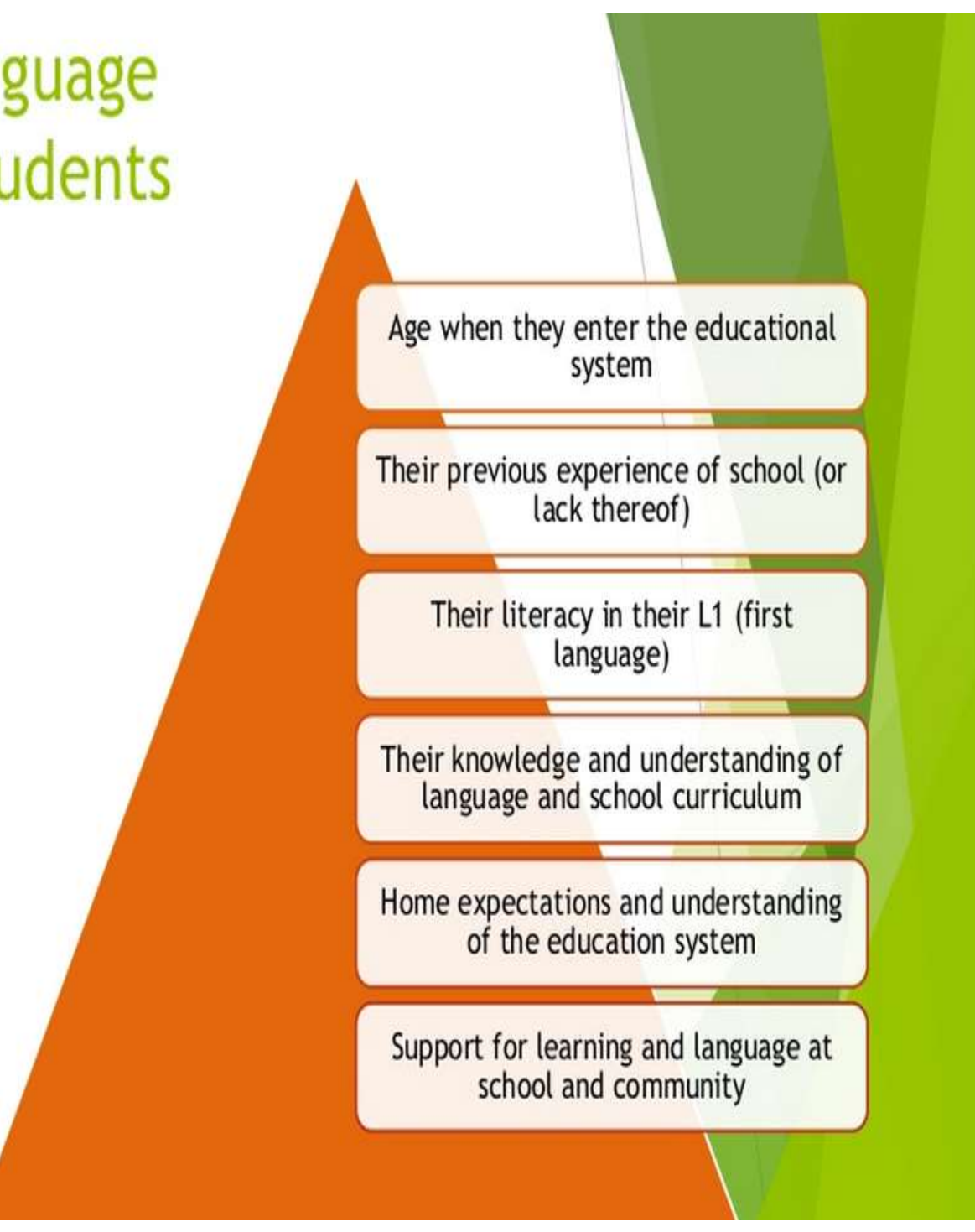
The EMLA Service works in the school in the form of in class teaching, individual or group work to develop pupils' literacy skills.

The EMLA Service also endeavours to inform teachers of pupils' cultural, linguistic and religious backgrounds so that the school can value and celebrate diversity in a meaningful way.

What are the factors influencing the development of EAL learners?



Factors influencing language development of EAL students



Age when they enter the educational system

Their previous experience of school (or lack thereof)

Their literacy in their L1 (first language)

Their knowledge and understanding of language and school curriculum

Home expectations and understanding of the education system

Support for learning and language at school and community

Adapted from NALDIC (1999) *The Distinctiveness of English as an Additional Language: a cross-curriculum discipline: A*

The five new codes to assess EAL pupils

A large, stylized blue letter 'A' with a slight 3D effect and a shadow.

**NEW TO
ENGLISH**

A large, stylized red letter 'B' with a slight 3D effect and a shadow.

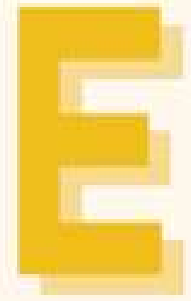
**EARLY
ACQUISITION**

A large, stylized green letter 'C' with a slight 3D effect and a shadow.

**DEVELOPING
COMPETENCE**

A large, stylized pink letter 'D' with a slight 3D effect and a shadow.

COMPETENT

A large, stylized yellow letter 'E' with a slight 3D effect and a shadow.

FLUENT

Five Stage Model of English as an Additional Language (EAL) Acquisition – General Descriptors

EAL Stage	Definition	Description
A	New to English	May understand some everyday expressions in English, but have minimal or no literacy in English. May remain completely silent in the classroom.
B	Early Acquisition	Beginning to use English for social purposes. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent.
D	Competent	Oral English will be developing well. Can read and understand a wide variety of texts. Needs some EAL support to access complex curriculum material and tasks.
E	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.

WELSH dimension: Minority Ethnic Language and Achievement Project

- Helen Myers, Team Leader, MELAP:
- “We’ve discovered that there is often a dip in motivation for pupils at
- 1) Stage C when a learner might be
 - 2) superficially fluent in EAL but lacks the
 - 3) academic language proficiency to fully access the curriculum and achieve.”



EAL: the Welsh context

Year (2017/18)

Year

Area Code

STAGE A

STAGE B

STAGE C

STAGE D

STAGE E

Stage

Local Authority

Stage A - New to English

Stage B - Early Acquisition

Stage C - Developing competence

Stage D - Competent

Stage E - Fluent

Isle of Anglesey	40	10	10	10	25
Gwynedd	145	105	95	85	125
Conwy	130	90	185	150	70
Denbighshire	110	120	170	150	40
Flintshire	310	350	300	155	75
Wrexham	330	450	565	340	115
Powys	110	120	145	105	70
Ceredigion	100	70	85	75	80
Pembrokeshire	55	70	120	110	50
Carmarthenshire	200	190	195	165	290
Swansea	640	985	1,010	875	805
Neath Port Talbot	90	90	140	170	280
Bridgend	140	135	195	190	170

WALES

6770

7070

9170

6725

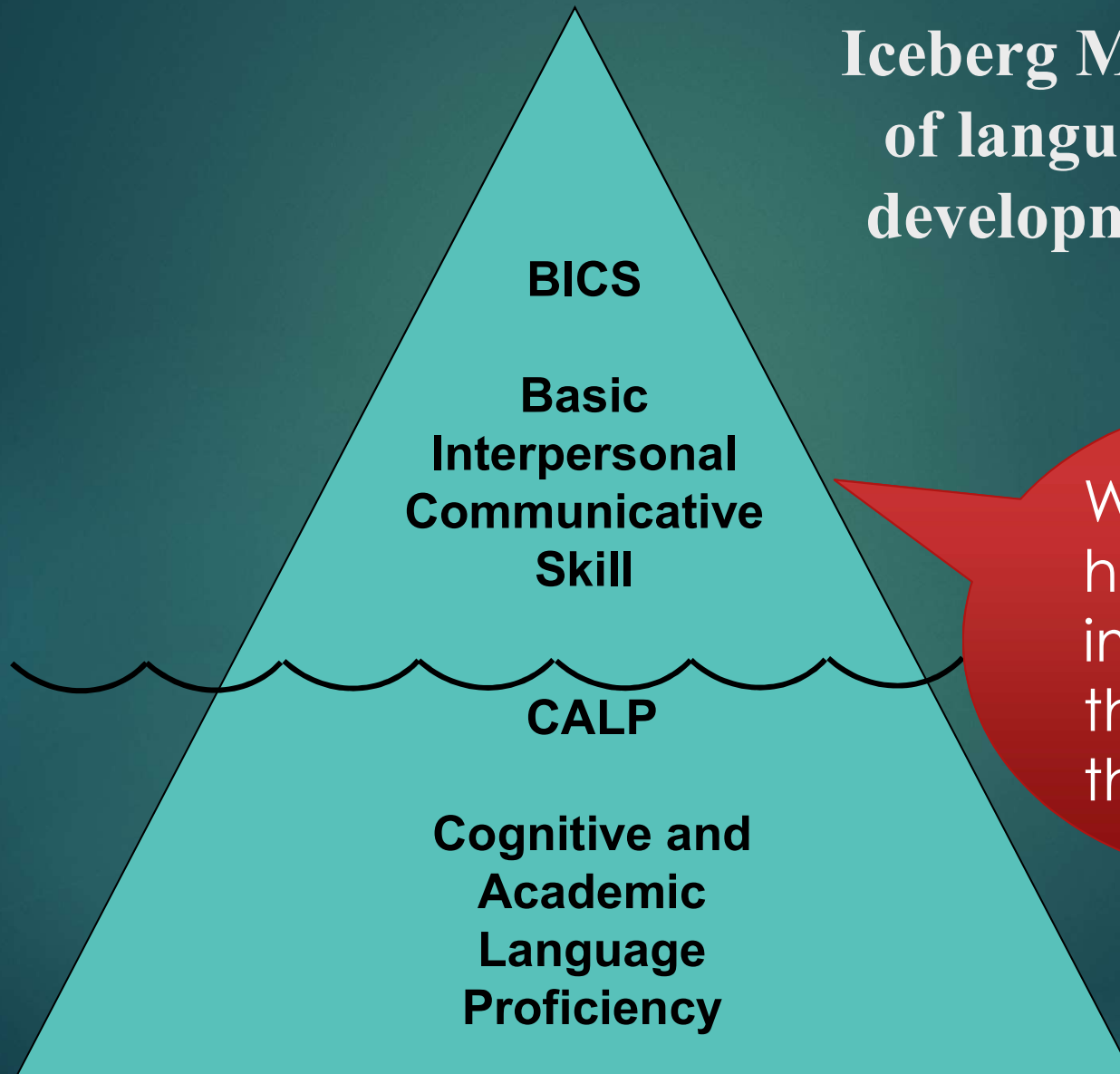
4805

Pupils in nursery, primary, middle and secondary schools acquiring English as an additional language by local authority and stage of development – 2017/8



Cummins' Iceberg Model of language development

(Cummins)



What can have an impact on the shape of the iceberg?

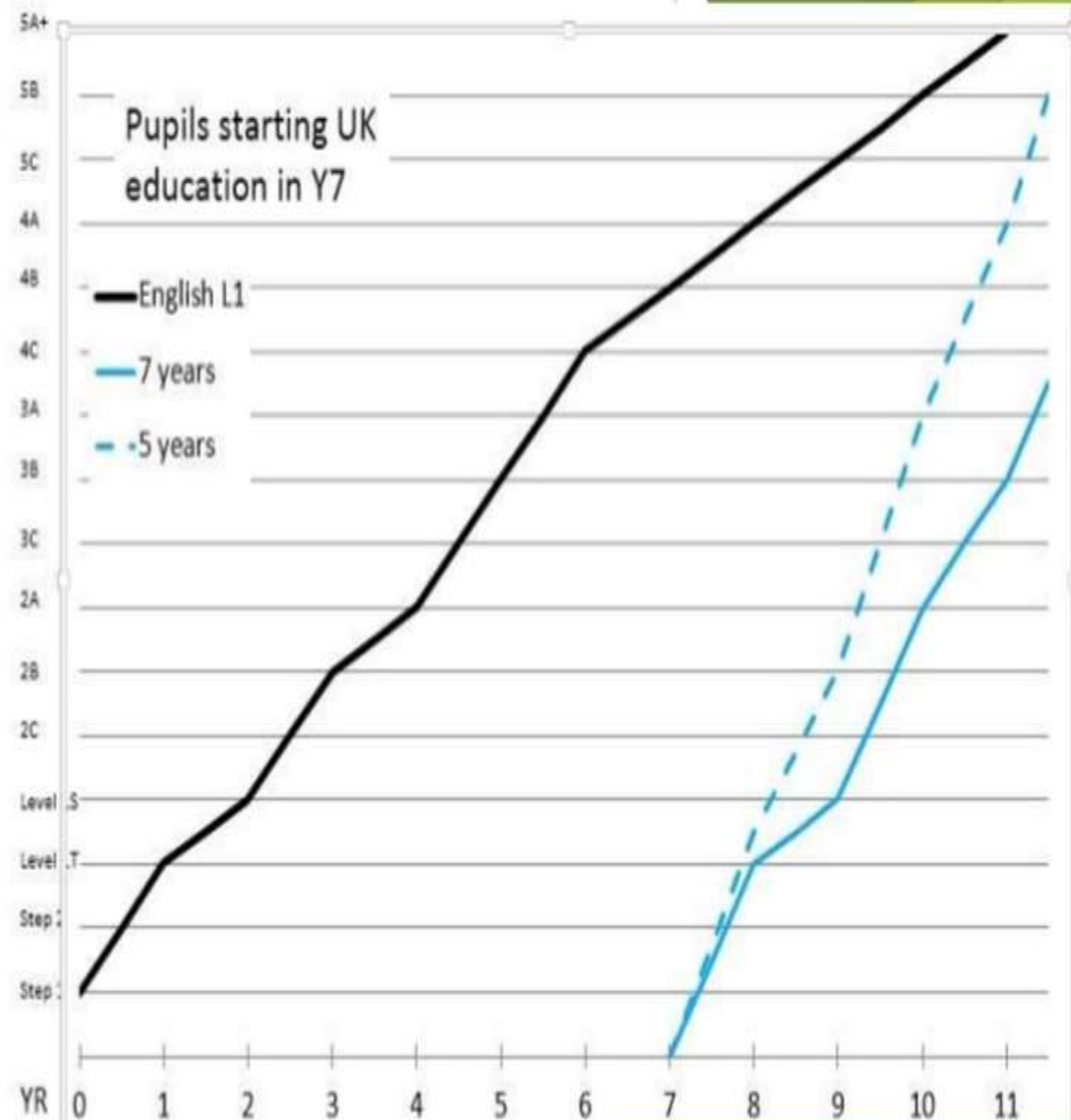
The task ahead of EAL learners

Catching up is essentially EAL children's problem - curriculum doesn't wait. EAL children have a moving target.

EAL Learners have to:

- Learn English
- Learn content through the curriculum
- Socialise with other children in the yet-unlearnt language
- Learn culturally-embedded social practices of the classroom

If a child is 3 years behind (linguistically), every year they need to make 1 ½ years of progress (for 6 years) to catch up with native speakers.



Adapted from BASS (2006) *Distinguishing the difference - SEN or EAL?*

Adapted from NALDIC (1999) *The Distinctiveness of English*

End of Year EAL Stage	Pupil A's EAL Progress Chart									
E										
D+										
D										
D-							Yr 6			Yr 9
C+						Yr 5			Yr 8	
C								Yr 7		
C-			Yr 2	Yr 3	Yr 4					
B+										
B		Yr 1								
B-										
A+										
A	Rec									
A-										
Years learning EAL	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

(From Fiona Gordon for Teach First)

EAL Stage	Pupil B's EAL Progress Chart									
E										
D+										
D										
D-										
C+										
C										
C-										
B+										
B			Yr 4	Yr 5	Yr 6			Yr 9	Yr 10	Yr 11
B-		Yr 3					Yr 8			
A+						Yr 7				
A										
A-	Yr 2									
Year learning EAL	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

(From Fiona Gordon for Teach First)

Inclusion & EAL

ALN & EAL



Learning Knows No Bounds

How can we make
EAL learners
feel included?



How can we adapt the curriculum for EAL learners?



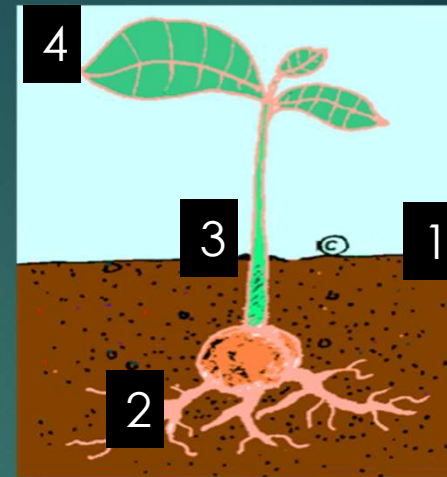
Vygotsky: Zone of Proximal Development (ZPD)

“It is the distance between the **actual development** level as determined by independent problem solving and the **level of potential development** as determined through problem solving under adult guidance or in collaboration with more capable peers.”

“Actual development level” = mental development level retrospectively
“Zone of proximal development” = mental development prospectively

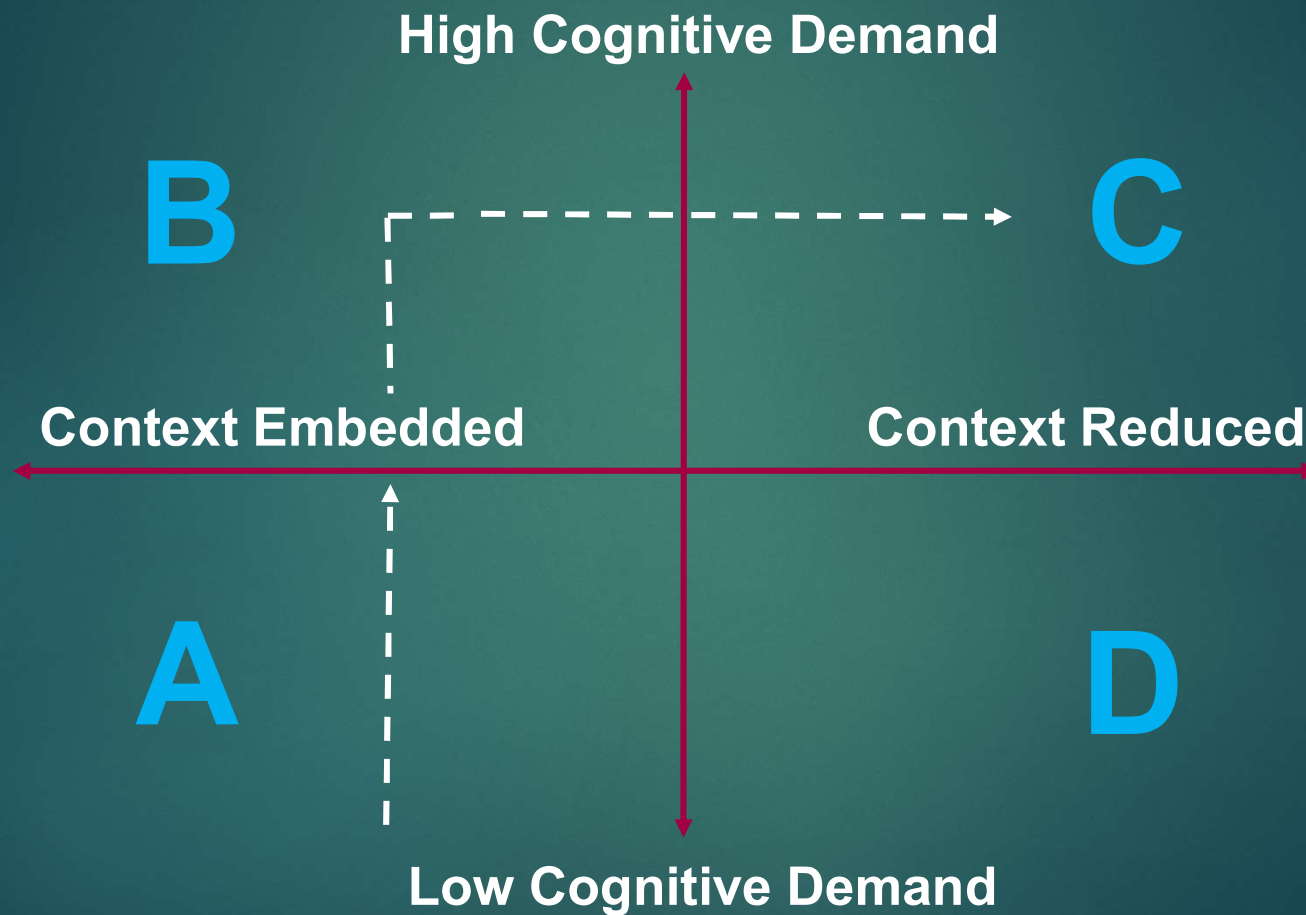
Making the learning accessible

Hier is een zaadje
In het begin, groeit de wortel
Na de wortel, groeit de stengel
Na de stengel, groeien de
bladeren
Na de bladeren, groeit
de bloem
Na de bloem, groeit de vrucht
De vrucht geeft ons de zaden



1. Hier is een zaadje
2. In het begin, groeit de wortel
3. Na de wortel, groeit de stengel
4. Na de stengel, groeien de bladeren
5. Na de bladeren, groeit de bloem
6. Na de bloem, groeit de vrucht
7. De vrucht geeft ons de zaden

Planning for progress - Cummins' quadrant



NALDIC have identified five principles of good practice in EAL teaching and learning

1. activating prior knowledge in the learner
2. providing a rich context
3. encouraging learners to communicate in speech and writing
4. pointing out key features of English explicitly
5. developing learners' independence.

Create a resource for an EAL learner...

Good practice for pupils learning EAL

Activate prior knowledge

- Questioning
- KWL charts
- Brainstorming
- Discovery tasks

Provide rich contextual background

- Key visuals (aka graphic organizers)

Encourage comprehensible output

- Peer tutoring
- Collaborative learning
- Drama / role play
- Scaffolding (scaffolded writing)

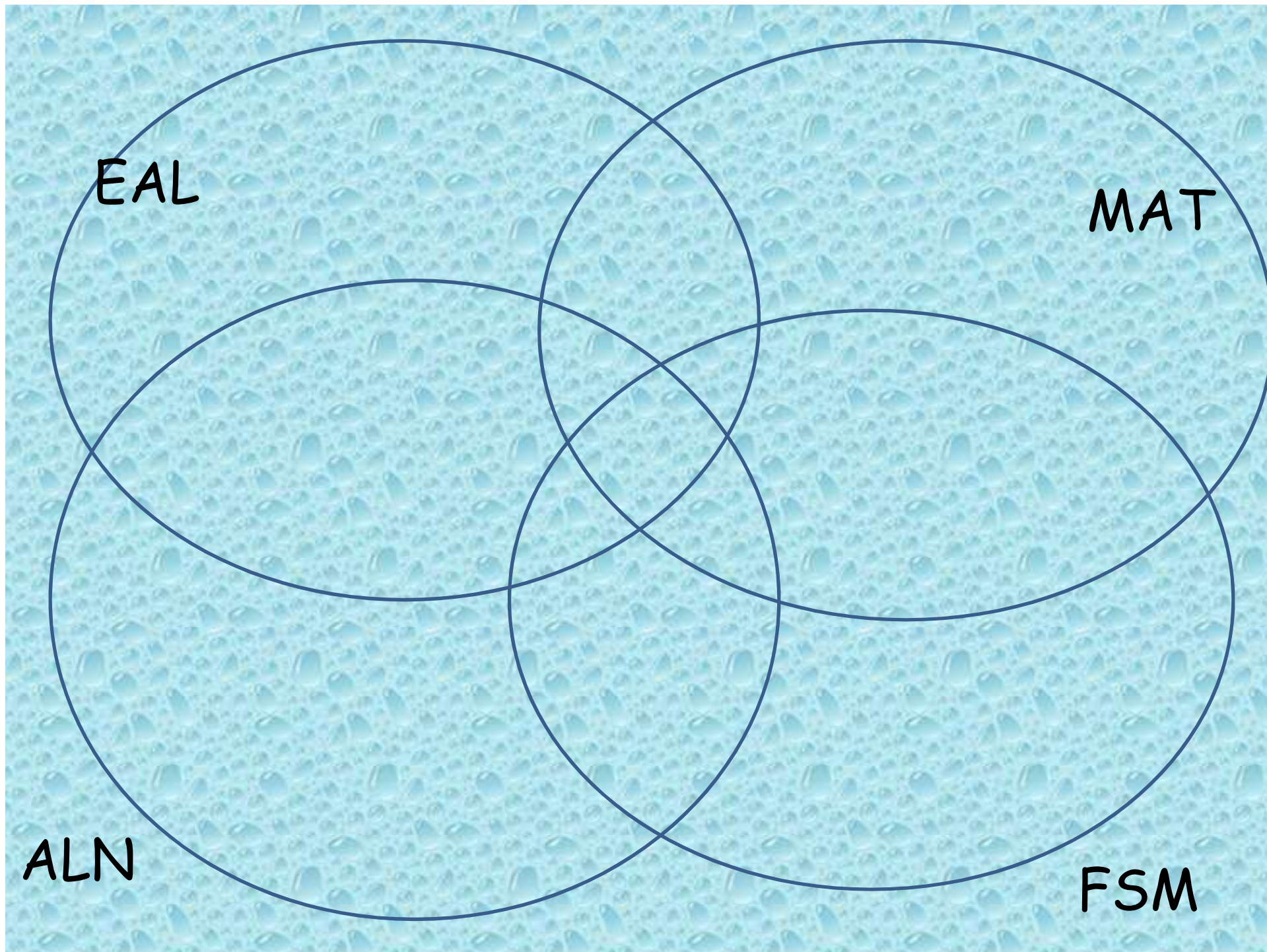
Key grammar points made explicit

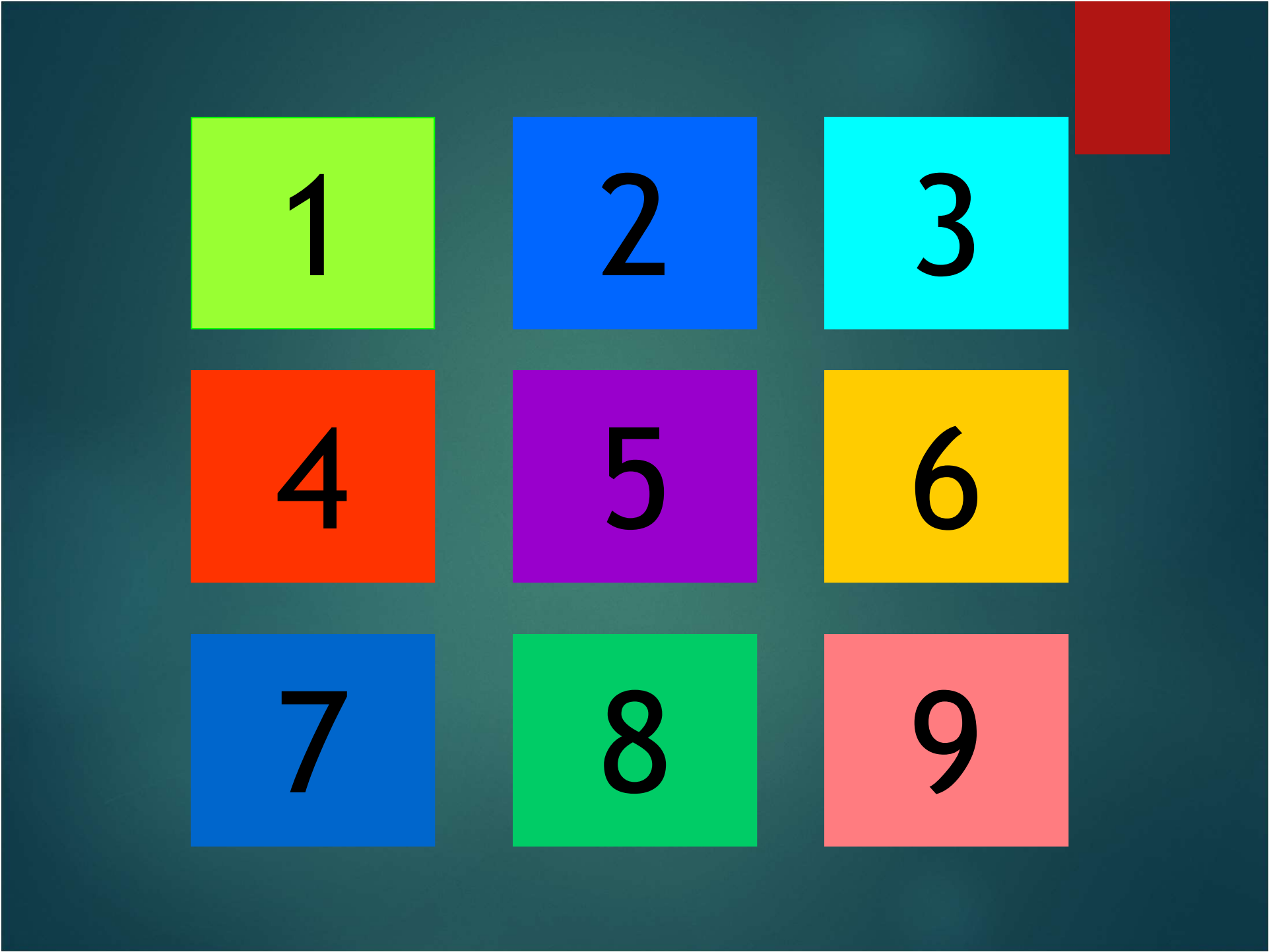
- E.g. expressing doubt (may/might)
- E.g. ways of talking about the past (I did vs. I was doing)
- E.g. language to express politeness when making requests

Develop learner independence

- Scanning texts
- Looking at subheadings prior to reading
- Dictagloss
- Using diagrams to show knowledge

Adapted from NALDIC (1999) *The Distinctiveness of English as an Additional Language: a cross-curriculum discipline: A handbook for All Teachers*





1

2

3

4

5

6

7

8

9

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- ▶ Cummins, J. 1981, Bilingualism and minority language children, Toronto: Ontario Institute for Studies in Education
- ▶ ESTYN (2017) Supplementary guidance: equality, human rights and English as an additional language. Cardiff: Crown Copyright.
<https://www.estyn.gov.wales/sites/default/files/documents/NIA%20Supplementary%20guidance%20%E2%80%93%20equality%201%200.pdf>
- ▶ WG (2014) Minority Ethnic Language and Achievement Project Evaluation Cardiff: Crown Copyright.
<https://dera.ioe.ac.uk/19712/1/140317-minority-ethnic-language-achievement-project-evaluation-en.pdf>
- ▶ WG (2015) Evaluation report on capacity building approaches to support the delivery of English as an additional language in Wales.
<https://dera.ioe.ac.uk/24503/1/151001-capacity-building-en.pdf>