CHECKLIST FOR PLANNING

1. **Do the bilingual pupils understand the *learning intention*?**

2. **Do I know their *prior knowledge* of this topic?**

3. **Do I know what English *language skills* they have and need to develop (refer to Profile of Competence)?**

4. **Have I planned for *opportunities to develop these skills* in this lesson?**

5. **Have I used any opportunities to relate this lesson to their *country / culture / language*?**

6. **Have I highlighted / written on the board, the *key words* and *phrases* for this lesson?**

7. **Are the pupils using a *bilingual dictionary* and recording any new words?**

8. **Have I used *visual support* for understanding?**

9. **Have I *modelled the key language structure* for the activity?**

10. **Do the bilingual pupils have the opportunity to *communicate purposefully* in this lesson?**

11. **Do the bilingual pupils have an opportunity to discuss the work in their *home language*?**

12. **Am I using *supportive questioning* to check understanding and develop talking?**

EAL
English as an Additional Language

*Language Development and Learning:
Strategies for supporting pupils learning through
English as an additional language
(Secondary)*

EAL (English as an Additional Language): This recognises the fact that children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Bilingual: this term is used to refer to children who function in more than one language in their daily lives. It does not necessarily imply full fluency in both or all of their languages.

Creating a supportive environment for pupils with EAL

Individual, social and emotional factors and the social and political context affect pupils with learning through English as an additional language. Creating a supportive environment involves taking this into account when planning and in day-to-day interaction with pupils.

Conversational Fluency versus Academic Language Proficiency

- It takes 1-2 years to develop *conversational fluency*.
- It takes 7-10 years to develop *academic language proficiency*.

So, the teacher's long-term expectations need to be high, and short-term expectations need to be realistic.

Cognitive development and Language Development

We learn language through learning concepts *and* we learn concepts through language. So conceptual development continues alongside language development and teachers can facilitate both. It is important to provide activities with appropriate cognitive demand and scaffolding for language (see strategies).

Becoming bilingual: the importance of the first language and advantages of bilingualism

Use of first language at home and at school is supportive of language development. Bilingualism gives lifelong linguistic, cognitive, cultural and social advantages. Research shows that bilinguals tend to be better than monolinguals at switching between tasks which require attention to different instructions. They also have increased flexibility of reasoning.

Websites
www.ltscotland.org/inclusiveeducation
www.collaborativelearning.org.uk
www.naldic.org.uk

- **During reading activities (continued)**

  jigsaw reading: (see booklet on collaborative learning)
  note-taking: provide grid so that pupils look for specific information; encourage use of bullet points so that pupils take notes and don't copy word for word
  discuss complex language: e.g. idiomatic expressions, metaphor etc.
  use context to establish meaning: guide pupils to establishing the meaning of an unfamiliar word from the context or clues in the sentence / paragraph

- **After reading activities**:
  cloze: gap-fill summary of text (can be used to practise key vocabulary or structures)
  sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text
  text types: guide pupils in identifying features of types of text
  critical approach: teach pupils to recognise and respond to bias, prejudice, racism and stereotyping

Writing
- **build ideas and topic knowledge** <u>before</u> writing through listening, talking and reading activities
- **function of writing**: develop pupil awareness of the function (e.g. description, explanation, justification, prediction, analysis) and associated language structures
- **planning**: pupils use a variety of planning techniques before writing, e.g. linear plan, mind map – pupils explain their plan to a partner before writing or share ideas in pairs / small groups
- **deconstruct** an example or model text: identify key elements (overall structure; key content; key phrases; key subject-specific vocabulary)
- for **extended writing**: use a scaffolding approach (see booklet on developing writing)
- **correction**: provide alternative vocabulary to extend range; provide alternative sentences which clarify meaning or extend ideas; encourage independent editing (indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it, with support if necessary).

Listening and Talking

- **thinking time**: allow pupil extra thinking time to initiate conversation
- **questions**: use a variety of question types aiming to build confidence and extend responses
- use **pairwork** and small **groupwork** (with supportive peers) with a structured activity – bilingual pupils may still feel more comfortable talking in a small group rather than in front of the whole class. Encourage rehearsal of language and organisation of ideas prior to presentations or talks.
- **collaborative activities**: use information gap tasks, information organising tasks and games (www.collaborativelearning.org.uk) which require extended speaking and higher order skills (justifying, analysing, hypothesising etc.)
- **more detail**: encourage pupils to provide more detail with less prompting
- **role play** (English, Social Subjects, RME, PSE): support role play with cue cards giving key points which pupils can expand on

Reading

- **bilingual or monolingual English dictionary and thesaurus**: give specific tasks to encourage use of dictionaries and thesaurus

- **Pre-reading activities**:
  elicit prior knowledge and introduce key words and concepts, e.g.
    create 'semantic web' (like a spider diagram) on a topic, with vocabulary
      provided by pupils or introduced by teacher
  prediction: ask pupils to predict content of text from title and / or picture; use guiding questions; ask pupils to predict answers to specific questions
  model reading: read aloud at a reasonable speed, with expression, while pupils follow the text. This allows pupils to make text-sound correspondence and your correct expression helps divide up units of meaning within the sentence.

- **During reading activities:**
  skim: pupils skim the text to get a general idea, without focusing on words they don't know
  scan: pupils scan the text to search for specific information (e.g. to check answers to questions in pre-reading activity)

Visual support for listening

- **visual support**: use gesture, facial expression, objects, pictures, demonstration, mime to support listening
- **write key words / points** on the board; organise information clearly
- **writing on the board**: make sure this is clear. Use print for handouts.

Vocabulary building

- **highlight key words** by emphasising in speech and writing on board
- **subject-specific use of words**: make subject-specific meaning of words explicit. The bilingual learner will know the most common use of the word e.g. chip = food made with potato (not a computer chip)
- **build semantic webs** (i.e. a spider diagram of words related to a topic)
- **bilingual dictionary**: give specific tasks which require use of dictionary and thesaurus to increase range of vocabulary
- **glossary** or **translated wordbank** (if available): make sure the pupil has these and encourage the pupil to use them

Interaction with peers

- **seating**: consider use of L1 (monitor and review); supportive peers; good models of English; sense of inclusion and security; easy to see board and teacher
- use **pairwork** and small **groupwork** with a structured activity – even an early stage learner will learn a lot from listening and observing and may participate non-verbally
- **collaborative activities**: use information gap tasks, information organising tasks and games (www.collaborativelearning.org.uk)

Interaction with teacher

- **check understanding of task**: e.g. ask "Tell me what you have to do."
- **supportive questioning**: see 'questions' under 'listening and talking'
- **informal conversation**: talk to the pupil informally

Linguistic and cultural knowledge

- **language awareness**: encourage language awareness by asking pupils to identify related words e.g. photograph, photographer, photographic
- **cultural knowledge**: explain (or ask other pupils to explain) Scottish / British / European / other cultural references

STAGE 1 New to English

Listening and Talking

- **visual support**: use visual support (gesture, facial expression, objects, pictures, demonstration, mime)
- **thinking time**: allow the pupil thinking time to process what they hear and to formulate a response: WAIT – REPEAT - REPHRASE
- **pairwork/small groupwork**: use pairwork and small groupwork (with supportive peers) with a structured activity – it does not matter that the pupil cannot participate fully at this stage – they will learn a lot from listening and observing and may participate non-verbally.
- **questions**: use yes/no questions; progress to either/or questions e.g. What's the weather like today? Hot OR cold?
- **home language**: encourage the pupil to make connections with their home language (e.g. How do you say … in Swahili / Hindi / Slovak?)
- **collaborative activities**: use structured collaborative activities (www.collaborativelearning.org.uk) to create opportunities for listening, talking and peer support
- **meaning**: focus on meaning, i.e. show you understand what the pupil has said (nod, smile) and *recast* what they wanted to say in a simple model sentence
- **progression**: encourage progression of response (non-verbal – one-word – short phrase)
- **model language**: model the appropriate language (e.g. 'pencil' – 'Can I have a pencil?') Also social language, e.g. 'Nice to see you.'

Reading

- **texts**: select class texts which have good visual support
- **write clearly**: write in print on the board; use lower case and upper case letters correctly; word process handouts
- **vocabulary-building activities**: good for introducing lesson or consolidating vocabulary e.g. joining word and definition
- **bilingual dictionary**: encourage use of bilingual dictionary (when pupil is literate in their first language) by giving specific tasks
- **photocopies**: provide photocopy of text and *highlight* key words so that pupil can annotate
- **longer texts**: provide a brief summary of longer texts, e.g. novels
- **text in first language**: is the text available in the pupil's first language?

model reading: the teacher reads aloud at a reasonable speed, with expression, while pupils follow the text. This allows pupils to make text-sound correspondence and correct expression helps divide up units of meaning within the sentence.

- **During reading activities:**
  skim: pupils skim the text to get a general idea, without focusing on words they don't know
  scan: pupils scan the text to search for specific information (e.g. to check answers to questions in pre-reading activity)
  jigsaw reading (see booklet on collaborative learning)
  note-taking: provide grid so that pupils look for specific information
  sub-heading: pupils write sub-headings for each paragraph
  hot-seating (English, History, RME): one pupil becomes a character and answers questions posed by the other pupils

- **After reading activities**:
  cloze: gap-fill summary of text (can be used to practise key vocabulary or structures)
  sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text (requires identification of sequence markers in text)
  summary: using subheadings (see above) and own knowledge of topic, pupils write a summary of the text

Writing

- **crosswords**: working in pairs, each pupil has the solutions to half a cross-word (across or down). Each pupil writes the clues for the words they already have. Then they exchange clues to complete the crossword.
- **build ideas and topic knowledge and practise language** before writing through listening, talking and reading activities
- **function of writing**: develop pupil awareness of the function (e.g. description; explanation; justification; prediction; analysis) and associated language structures
- **deconstruct an example or model text**: identify key elements (overall structure; key content; key phrases; key subject-specific vocabulary)
- **extended writing**: use a scaffolding approach (see booklet on developing writing)
- **correction**: encourage independent editing: indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it

Listening and Talking

- **thinking time and active listening** (see Stage 2)
- **questions**: use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go')
- **progression:** encourage progression from simple sentence to complex sentence or sequence of sentences by requesting more information or detail: why? how? when? what? which?
- **higher order thinking**: elicit language for higher order thinking (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be … because, I disagree)
- **pairwork / small groupwork** (with supportive peers) with a structured activity – bilingual pupils will feel much more comfortable talking in a small group rather than in front of the whole class; having practised language in a small group, they may feel confident enough to speak in a whole-class feedback
- **collaborative activities**: use structured activities which require pupils to talk (www.collaborativelearning.org.uk)

Reading

- **vocabulary-building**: model and encourage use of context to establish meaning of unfamiliar words
- **bilingual dictionary**: give specific tasks to encourage use of bilingual dictionary
- **photocopy**: provide a photocopy of text and *highlight* key words so that pupil can annotate
- **novels**: provide a summary of each chapter or section <u>before</u> it is read in class, so that the pupil can read this in advance
- **Pre-reading activities**:
  elicit prior knowledge and introduce key words and concepts e.g.
    join word and definition
    complete the sentence with the correct word
    use a strong visual to create 'semantic web' (like a spider diagram) on a
    topic, with vocabulary
    provided by pupils or introduced by teacher
  prediction: ask pupils to predict content of text from title and / or picture; use guiding questions; ask pupils to predict answers to specific questions

Reading (continued)

- **pre-reading activities**: use pre-reading activities to elicit prior knowledge and introduce key words and concepts, for example:
    use a strong visual prompt to create 'semantic web' (like a spider diagram) on a topic, with vocabulary provided by the pupils or introduced by the teacher
    join word and definition
    complete the sentence with the correct word
    match the word with the picture

- **model reading**: the teacher reads aloud at a reasonable speed, with expression, while pupils follow the text. This allows pupils to make text-sound correspondence and reading with correct expression helps indicate units of meaning within the sentence.
- **check understanding**: <u>without requiring pupils to produce language</u>, e.g. (these can all be done collaboratively):
    sequencing activity for process / storyline / instructions
    true or false
    gap-fill (provide words to fill the gaps)
    match picture and text
    label diagram

Writing: differentiated tasks

- **summary**: pupil copies short summary of what has been explained or discussed
- **labelling**: pupil labels a diagram (with words provided)
- **matching**: pupil matches sentence beginnings and endings; copy complete sentences
- **gap-fill**: pupil completes simple sentences with the correct word (from a list)
- **jumbled sentences**: pupil sorts simple jumbled sentences so that they make sense
- **group writing**: use group writing tasks where each pupil can contribute at their own level
- **copying**: allow pupil to copy their partner's answers
- **home language**: encourage pupil to write in their home language (this will allow them to express their understanding of the topic and can help to minimise frustration)

Listening and Talking

- **thinking time**: allow pupil thinking time to process what they hear and to formulate a response. WAIT - REPEAT - REPHRASE
- **active listening**: use active listening activities to encourage pupils to tune in to specific information (e.g. listen and sequence, listen and fill in correct word, listen and complete graph)
- **questions**: use direct, closed questions, scaffolding with either / or answers if necessary; take answers from several pupils before giving feedback - this encourages pupils to 'have a go', and minimises pressure to get the 'right' answer
- **home language**: encourage the pupil to make connections with their **home language** (e.g. how do you say … in your language?)
- **meaning**: focus on meaning i.e. show you understand what the pupil has said (nod, smile) and recast what they wanted to say in a simple model sentence
- **progression**: encourage progression from short phrase response to simple sentence by *recasting* the phrase e.g. What did you do at the weekend?
go cinema   You went to the cinema?
- **informal conversation**: engage pupil in informal conversation to give opportunities for listening and speaking (be prepared for the conversation to be a bit one-sided to begin with!)
- **model language**: model the appropriate language

Reading

- **key words**: write key words on board
- **vocabulary-building** activities e.g. joining word and definition
- **bilingual dictionary**: give specific tasks to encourage use of bilingual dictionary
- **photocopy**: provide a photocopy of text and *highlight* key words so that pupil can annotate
- **novels**: provide a summary of each chapter or section <u>before</u> it is read in class, so that the pupil can read this in advance
- **elicit prior knowledge and introduce key words and concepts**: e.g.
  use a strong visual prompt to create 'semantic web' (like a spider diagram) on a topic, with vocabulary provided by the pupils or introduced by the teacher
  join word and definition
  complete the sentence with the correct word
  match the word with the picture

Reading (continued)

- **prediction**: ask pupils to predict content of text from title and / or picture; use guiding questions
- **model reading**: the teacher reads aloud at a reasonable speed, with expression, while pupils follow the text. This allows pupils to make text-sound correspondence and correct expression helps divide up units of meaning within the sentence.
- **paraphrase unhelpful / obscure text:** e.g. **'**the tide of war ebbed and flowed' = the war went on for a long time (this is an actual example from a history text book!)
- **check understanding** <u>without requiring pupils to produce language</u>, e.g.
  sequencing activity for process / storyline / instructions
  true or false
  gap-fill (provide words to fill the gaps)
  match picture and text
  label diagram
  transfer information from text to a 'key visual' (e.g. table, graph, diagram, flow chart)

Writing

- **labelling**: pupil labels a diagram, with only initial letters provided
- **gap-fill**: pupil completes simple sentences with the correct word (words not provided, unless pupil has difficulty)
- **finish the sentence**: provide the sentence beginning for the pupil to finish
- **example paragraph**: provide an example paragraph - pupils substitute a new set of information using the same structures
- **wordbanks**: provide wordbanks with relevant vocabulary
- **home language**: allow pupil to write planning notes in home language in preparation for writing in English (they can develop ideas quickly in their own language and then find the language to express these in English)
- **for narrative** (especially English, History): use storyboards
- **writing frames**: provide writing frames
- **correction**: focus on making meaning clear in simple sentence structure (if meaning is clear, allow the sentence to stand and provide an alternative)
- **spoken and written language**: encourage awareness of the difference between spoken and written language, e.g. don't = do not, slag = tease, mock, bully