Strategies to Help

Pupils with English as an Additional Language

SECONDARY SCHOOLS

Promoting success for bilingual learners in Aberdeen City

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Secondary *National Strategy*

Pupils with English as an Additional Language

Important factors for learning

For pupils learning English as an additional language we must think about ways in which:

- they can acquire English through interaction with peers and adults in the school

- the classroom environment can support all learners

- the lessons can be planned to support language acquisition

- the curriculum can be presented to ensure access for all.

Basic **I**nterpersonal **C**ommunication **S**kills
BICS

2→3 years

Cognitive **A**cademic **L**anguage **P**roficiency
CALP

Further 5→8 years

Jim Cumins

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Pupils with English as an Additional Language

B.I.C.S. and C.A.L.P.

Cummins 1984

What is meant by *language fluency?*

The distinction between:

- *conversational* fluency

and

- the language proficiency necessary to make efficient use of a *formal learning* situation.

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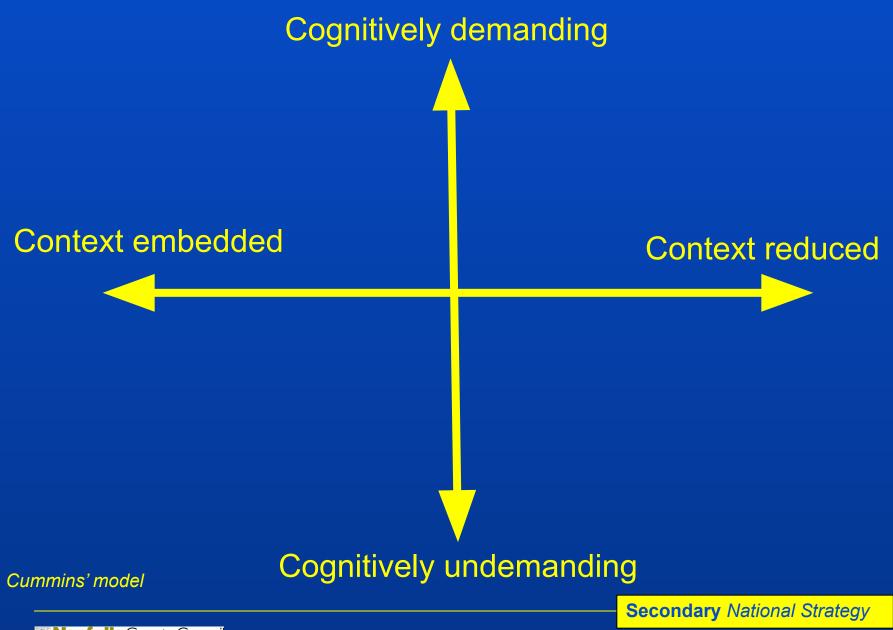at your service

B.I.C.S. and C.A.L.P.

B.I.C.S   *Basic Interpersonal Communication Skills*

- Happens after about two years 'immersion' in 2nd Language environment.

- Child has sufficient control of grammar, pronunciation and vocabulary to convey what he/she wishes to in social situation.

- Sufficiently tuned in to paralinguistic features to interpret what others are trying to convey.

- B.I.C.S. is concerned with child's intentions. Has control over communication.

B.I.C.S. and C.A.L.P.

C.A.L.P.   *Cognitive Academic Language Proficiency*

- To do with complex semantic and functional meaning.

- Not usually reached until five/seven years after introduction to 2nd Language classroom, irrespective of age on entry.

Cognitively demanding

Context embedded

Context reduced

Cognitively undemanding

Cummins' model

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Pupils with English as an Additional Language

Stages of language acquisition

Beginners/First Stage Language

Pupils understand little or no English
Spoken English is restricted – non-fluent
Problems in coping in classroom

Second Stage Learners

Pupils more fluent.
Command of vocabulary and syntax is uneven
School learning harder for them than for peers

Third Stage Learners

Spoken and written English lacks range
Tend to underachieve in subjects like English and History

Full Competence

Pupils have command of written and spoken English comparable with native English speakers of same age and ability

Note: This is a scheme used by Norfolk ELSS. QCA use another one.

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Pupils with English as an Additional Language

Beginners and language Stage 1 learners

The order of language acquisition is USUALLY:
speaking and listening, reading, writing.

- Beginner silent *without* comprehension
- Silent with *growing* comprehension
- May show fear of the system
- May show behavioural problems until able to communicate
- Early language – single words, short phrases, echoing
- Copies from the board / text without understanding

NB
- The beginner stage does not usually last long, although teenagers are often slower to speak than younger children.
- Remember that they may have advanced literacy skills in their own language, which can be utilised for learning English.
- Pupils may quickly become orally fluent, but this does not equal academic fluency.

Advanced learners - language stages 2 & 3

- Will have established literacy skills in first language. May access through text and not have advanced oral skills

- May have previous experience of English as a foreign language. at home

- Learner will be able to transfer skills and concepts from one educational system to another

- Can read text but not necessarily with full understanding

- Oral fluency often masks lack of academic language

Advanced learners - language stages 2 & 3 *cont.*

- Do not assume a full educational background in all subject areas

- Foundation concepts may never have been covered

- Will not be able to skim, scan or extract information from texts concisely. Reading will take much longer

- May never have had experience of note taking or taking responsibility for own learning

- No help will be available at home for coursework or homework demands

Strategies for beginners

- Give alphabet and initial sounds

- Encourage copying directly from the board from the outset in order to allow for revision when language develops later

- Make good use of age-appropriate picture dictionaries

- Encourage use of own language

> Allow to make notes, translate, amplify in First (native) language

> Divide page: half English, half first language

> Use alternate lines

> Leave paragraph at end for explanation in first language

- Scribing is useful if an EAL teacher /PSA / is available

Strategies for beginners *(cont.)*

- Give list of key words at outset of lesson, or pre-teach
- Build up subject glossaries in English / First language
- Aim to present subject content in a more simplified form:
  - Visuals, charts, photographs, maps
  - Simplified worksheets
  - Bullet points
  - Flow charts / matrix charts

Strategies for advanced learners – *higher level skills*

- Pupils need to maintain the use of bi-lingual dictionaries to expand vocabulary, and to maintain specific glossaries

- Pupils may need specific teaching for note taking / extracting information from text / skimming and scanning

- Teachers will need to provide extra guidance, 1:1 if possible – do not assume that a general explanation to the whole class will have been understood

- Allow pupils to do a reduced number of questions – to focus on key aspects of the subject

- Specific teaching of study skills will be invaluable. Other education systems often work within very different time scales per unit of work

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Pupils with English as an Additional Language

Strategies for advanced learners – *higher level skills* cont.

- Coursework. Provide simplified examples/layout sheets etc. Be aware that pupils may not fully understand the requirements, or that coursework has a bearing upon final examination grades

- Aim for a variety of presentational techniques to enable pupils to access subject content:

> Visuals / charts / photographs / maps
> Simplified worksheets
> Dual Language worksheets
> Bullet points
> Spider diagrams
> Flow charts

Strategies for advanced learners – *higher level skills* cont.

- Encourage pupils to develop/use their own models of the above, for revision purposes

- Lesson presentation – avoid long periods of "teacher talk" which have no supporting visuals etc for pupils to use as a means of accessing content

- Give homework in good time to enable pupils to seek clarification of uncertainties

Raising aspects of ethnic minority achievement in the classroom

Giving and receiving feedback to inform planning

Recognising languages, literacies and learning styles

Providing a motivating context

Facilitating collaborative work

The inclusive classroom: making it happen

Planning for talk

Using appropriate visual and written material

Designing tasks which support pupils' understanding and learning

Sharing prior experience

Education Scotland expectations and EAL provision

Standards achieved by pupils:

- What is the relative progress of EAL pupils compared to others, distinguishing early learners from the more advanced learners?

    - Does the school collect such evidence?

        - How?

        - What evidence?

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Education Scotland and EAL provision

Attainment and progress:

HMIE would expect to see:

- accurate, up to date pupil profiles & records of achievement including information on first language(s) & educational background;

- outcomes achieved by pupils being compared with earlier examples of their achievements especially in literacy;

- pupils grouped according to *potential* performance & school organization allowing second language learners movement between groups or sets/bands

Education Scotland Expectations for EAL provision

Attainment and progress *cont.*:

- pupils not being denied entry to specific courses or examinations merely on the basis of being second language learners;

- pupils supported in assessment tasks;

- a distinction being made between pupils for whom English is an additional language & pupils for whom English is an additional language with special educational needs;

- very able pupils with English as an additional language being recognized & appropriately supported.

Education Scotland Expectations and EAL provision

Quality of education provided

Teaching and learning

Are teachers:

- aware of any underachievement among EAL pupils?
- sensitive to raising EAL pupils' attainment?
- aware of good practice?
- working to overcome barriers to achievement?
- planning in the light of the needs of EAL pupils?

Education Scotland Expectations and EAL provision

Teaching

HMIE will look for evidence that the school is providing *appropriate support* for EAL pupils.

In relation to:

- whole school support
- classroom practice

Pupils with English as an Additional Language

Education Scotland Expectations and EAL provision

The curriculum

Equality of access, meeting the needs of EAL pupils.

HMIE will look for:

- work developed by specialist teachers, bilingual assistants & class / subject teachers forming part of a coherent programme which is systematically planned & evaluated;

- the curriculum being challenging & tasks having a clear context;

- evidence of the provision of 'real' experiences: visits, science investigations, technology etc;

- evidence of the curriculum building on the experiences of all pupils;

- resources and learning tasks being suitably differentiated;

- assessment informing curriculum planning.

Education Scotland Expectations and EAL provision

Leadership and management

HMIE will look for evidence that:

- admission and induction procedures support newly arrived pupils with English as an additional language e.g. through effective dissemination of early profiling information to class/subject staff;

- there is active promotion of parental involvement with a welcoming ethos and appropriate translation and interpreting services;

- where pupils with English as an additional language also have special educational needs there is effective liaison between senior management and outside services.

Education Scotland Expectations and EAL provision

Key principles

1. Developing whole-school policies
2. Using appropriate programmes of study at BGE and Senior Phase
3. Effective teaching and planning
4. Using resources to meet identified needs
5. Assessment: issues and principles

Welcoming EAL Learners to your School *intro*

'Late entry' (secondary) EAL pupils:

- May *have* good **literacy** skills in their first language and make good progress in English – or may *not*

- May *have* a **conceptual understanding of abstract ideas** across a number of subject areas – or may *not*

- Have to learn an additional language *and simultaneously* learn the curriculum content, skills and concepts

- All follow the same route to English acquisition but at different rates

- In the *vast majority* of cases, do **not** have **SEN**, and may **potentially** be **high achievers.**

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Pupils with English as an Additional Language

Welcoming EAL Learners to your School Initial information

- County of origin and parents/carer's country of origin
- First and other languages spoken and written
    - Preferred language (spoken and written)
    - Languages spoken within the home
- Religious background
- Previous educational background
    - Where? (not necessarily country of origin)
    - Age of entry to formal education system
    - Periods of disrupted education etc
- Medical problems
- Additional Support Needs
- Has the pupil experienced trauma?
    - Sensitive issues that might need to be communicated to staff?

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Pupils with English as an Additional Language

- Particular interests and skills.
  - Sport
  - Music
  - Art
  - ICT
  - Maths

- Has the pupil been learning English as a MFL?
  - If yes, for how long?

- Length of time in UK

- Names of parents/carers
  - details of their competence in English

- Pupil's preferred name and correct pronunciation

Circulation of information

- Subject teachers

- Heads of Year

- Guidance Staff

- Form Teachers

- Support staff   eg PSAs, School Nurse, Office Staff, Educational Psychologist   etc

-

Consider privacy issues

Pupils need to learn about:

- Routines of the school day and week

- The environment of the school

- Expectations about behaviour

Teachers need to:

- adjust their delivery of the curriculum

- think through different ways of including an EAL pupil who:
    - may not understand and speak English very well
    - may be very able and skilled in other ways

Staff and **parents / carers** need:

- Realistic expectations about speed of English acquisition
- Empathy for the emotional / psychological situation
- Appreciation of the place of the first language

School needs to:

- Consider the importance of social integration

Some suggestions:

- A visit and tour for pupil(s) and parents/carers

- An agreed starting date for admission

- Information for parents/carers
  - school uniform
  - school day
  - education system
  - homework
  - etc

- Consider the length of pupil's school day
  - a half day for two or three weeks?
  - agreed date for start of full-time attendance

Some suggestions *cont.*:

- Consider a programme for the first day

- Organise a provisional timetable

- Tutor group / classes group informed of new arrival

- Organise a buddy system for class and break times

- Identify staff who might be a source of support
    - with language skills?

- Deploy support staff for mainstream and withdrawal situations

Some suggestions *cont 2.*:

- Identify available resources
  - software
  - dictionaries
  - pupils who speak the same language in classes, sets, year groups staff who speak the same language
  - emergency numbers of language contacts
  - written materials across curriculum areas
  - etc

- Consider training needs staff
  - mainstream
  - support

- Identify a member of staff to be *key worker* oversee and monitor induction

Groups and timetables

Year group

- **Age-appropriate** *unless* there are good reasons related to e.g. exam level
  - Arrive as young S4 and / or with disrupted education:
    - Into S3?
  - Senior Phase Arrival
    - Into S4?
    - Very reduced timetable?
      - Core subjects only + Certificates of Achievement
    - Work-related learning
    - Nat5 /Higher in first language if availablee
    - Special arrangements arranged with exam board(s)
    - Post 16 advice

Setting

- **Usually into middle / upper sets**
  - May be literate in 1st language, and soon acquire English
  - May be gifted and / or talented
  - Need good models of language and behaviour
  - Good quality peer support
  - Dangers of demoralisation in lower sets
  - Need to avoid 'teasing'
- **Reviewing setting**

Timetable

- Generally follow a normal timetable

- Senior Phase (S4-S6) age pupils might concentrate on some subjects, allowing time for withdrawal support and individual study

- Do not rule out MFL – EAL pupils may well succeed and benefit

- Think about the particularities of individual subjects. eg subjects with fewer demands for language skills rather than "intense" language subjects like mainstream English or History.

Pupils

- Grouping / pairing pupils to give support
  - Same language background?
- New pupils should be able to:
  - Copy the actions and examples of their peers
  - Grasp the main steps of a task through observation
  - Listen to their peers' responses to oral questions
  - Begin to learn everyday instructions by noting their peers' responses
  - Engage in informal conversation either as a listener or as a speaker
  - Receive further explanation provided by supportive peers
  - Feel included

Pupil Support Assistants

PSAs can provide support within the mainstream classroom situation. For example by:

- Repeating and explaining key instructions using gesture, actions, visual examples and their own or peer example for clarification

- Providing opportunities for pupils to hear key terms, phrases and ideas repeated and clarified

- Guiding pupils through written tasks by providing key terms, phrases' by modelling sentences; by helping with spelling; and by talking through the organisation and content of the writing

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Pupils with English as an Additional Language

- Reading aloud and talking about the content of a text with reference to visual examples/materials

- Practising basic conversational skills

- Responding to pupils' short utterances by modelling sentence forms using appropriate grammar

- Involving other pupils to provide models of questioning and response for everyday conversations and discussion related to subject specific areas

- Encouraging participation in class/group tasks

PSA's working with EAL pupils need:

- access to course materials, worksheets and teachers' planning sheets

- awareness of key objectives for a pupil over a term period

- access to training to ensure that the support they are providing is effective and appropriate

- basic information about the pupil (e.g. name, language, background, culture, ethnicity)

- the opportunity to liaise with mainstream staff

English Additional Language Support Service:

- Assess and develop the pupil's level of English across the 4 skills of speaking, listening, reading and writing

- Support pupil's access to curriculum areas through a range of resources, in-class support and withdrawal situations

- Identify learning objectives for the pupil following consultation with mainstream staff

- Practise and develop the pupil's spoken, listening, reading and writing skills in English at the appropriate level in-class and in withdrawal situations

- Advise mainstream colleagues about appropriate resources and approaches

- Support mainstream staff in lesson planning

- Suggest homework tasks and sometimes provide materials for homework tasks

- Advise on option choices, setting and grouping arrangements

- Team teach

- Recommend entry for alternative examinations in English

- (ESOL) and examinations in the pupil's first language

Presentation originally from Norwich EAL Service.

Amended and updated for
Scottish Schools
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If you need further information or help.
Contact EAL Service Aberdeen

https://acceal.org.uk/contact-us/