



Kingsmere School

Unique Resilient Unstoppable

EAL Procedure

Reviewed: October 2018

Kingsmere School
Hundred Foot Bank
Pymoor
ELY
CB6 2EL

EAL Procedure & Information

At Kingsmere School we have a responsibility to enable all students to access the whole curriculum and to overcome any challenges which would have an impact on the success of this outcome.

*All new arrivals including refugees, asylum seekers and economic migrants from overseas have **the right to enjoy a welcoming, safe and stress-free environment** within school. They need to know that **they are valued and that they belong** even if their stay in your school is short. They need to have **their bilingualism (and sometimes multilingualism) recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of English.** It is important that they are made to feel part of the normal lessons and learning environment as soon as possible in order **not to experience marginalisation and exclusion.** All new arrivals must be given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum. **New arrivals need to be able to see themselves, their languages, culture and identity reflected not only in the classrooms but also in the wider school and through an inclusive curriculum.***

National Curriculum (2000) inclusion statement

EAL students are those students whose first language is not English, but who expect to live in Britain for an unspecified period of time or who have settled in the country. They range from second and even third generation immigrants whose home language continues not to be English, ranging from recent unaccompanied asylum seekers, to East European migrant workers, some of whom have decided to settle in Britain. It is important to bear in mind that while they are all EAL students their educational backgrounds vary from being

higher achieves in their home country to not having had any formal education in their first language.

Given the variety of backgrounds and experiences of EAL students it is important not to see them as a homogenous group with the same needs challenges and interests. Each student will be treated and supported according to their individual needs

On arrival, in addition to the existing Kingsmere School Induction for all students, EAL students will have a first language assessment. They will be assessed on their level of English, ability in Mathematics and use of a computer. The results of this assessment will inform the development of their Individual Education Plan.

However,..

it is important not to make assumptions about a pupil's ability based solely on an assessment of their proficiency in English. Very often they are unable to demonstrate their subject knowledge and conceptual understanding because of their limited experience in English.

New Arrivals Excellence Programme Guidance Primary and Secondary *National Strategies 2003/2007*

No student should find themselves excluded from the curriculum due to their ability to communicate in English. In keeping with the principles of providing every student with equal opportunities and embracing the cultural diversity which is an important part of British Values, difficulties accessing the curriculum caused by level of understanding of the language are not allowed to become barriers to progress and learning.

Students are provided with support within the class and additional 1 to 1 in basic English and grammar. However, it has been found that students learn more rapidly within the classroom environment interacting with their peers.



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EAL Part 2 Information Guidelines

Updated: Oct 2018

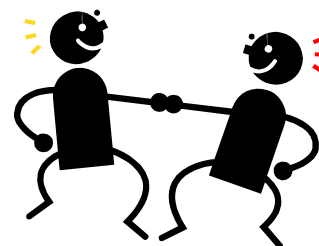
Introduction

The nature and number of EAL students within schools in the UK has changed considerably in the last 20 years; the number doubling to just over 1.5 million and the move to a larger percentage coming from Europe than previously did, although recent events will have an impact on these figures. Much of government literature until recently was focused on new arrivals from Africa and Asia with particular focus on awareness of cultural differences and the need for sensitivity and recognition of differing religions and cultural practices.

It is clear that the EAL student does not come from a homogenous group with the same needs and difficulties they range from being children of asylum seekers, refugees to migrant workers in addition there are second or even third generation immigrants whose language at home is not English.

In the case of the school and the home it is important that the teachers work closely with the staff to help to make the student feel welcomed both in the school and within the home. This extract from the 2000 national curriculum applies as much to the school as it does to the home.

*All new arrivals including refugees, asylum seekers and economic migrants from overseas have **the right to enjoy a welcoming, safe and stress-free environment** within school. They need to know that **they are valued and that they belong** even if their stay is short.....*



1. Challenges of Language Acquisition

In order for EAL students to be able to take part in the lesson as completely as possible and to be able to access the correct part of the curriculum, there are a number of strategies which all teachers should be using when planning. However, before considering how suitable differentiation can be used it would be useful to consider some of the characteristics of EAL students language acquisition.

1.1 Basic Principles of second language learning.

Statement	Comments / Rationale
When pupils are learning a language it is normal for them to be silent for a while.	An initial silent period, which may last for a very short time or up to a few months, is a natural stage when learning a language. It is a time for listening, and tuning into the language and routines of the lessons.
It's very important to have opportunities to talk and work with others when learning a new language.	Pupils learn the language of the curriculum through talking and working collaboratively with English speakers who act as role models.
Pupils do not learn languages more easily if they work through grammar exercises.	Grammar exercises can reduce relevance, purpose and content, all of which are crucial to enhance the learning of languages.
Once pupils can communicate in English they may still need additional support in lessons.	Oral fluency –spoken language at social level-in English is usually ahead of literacy development. Appropriate provision needs to be made to ensure continuing language and literacy development. That is, pupils will still need to be supported for development of oral English in the academic context as well as support in the reading and writing of standard English.
Pupils learn languages more easily if they are not afraid of making a mistake.	We cannot learn a language without making mistakes. It is important to create a safe environment which allows pupils to practise the language without worrying about these mistakes.
It's very important to correct pupils' mistakes when they are learning a language.	Pupils benefit from good models of the language that is being learned, and from sensitive error correction. Over-correction of mistakes will inhibit pupils from 'having a go', slowing down the process of language learning.
Pupils learn languages most easily when they have a real need to communicate with other people who speak the language.	To learn a language it is necessary to use it in a meaningful way. Pupils will therefore learn better where there is a rich language environment such as in the mainstream classroom.
Children in this country have to learn English, but maintaining and developing their first language is equally important.	It is essential for children in this country to continue to use their home language as they are learning English. Their first language gives pupils a sense of identity, and research shows that it also improves their progress in English and raises achievement.

1.1 Social English and Academic English

Some EAL and Ethnic Minority learners enter the education system with a comprehensive level of social/conversational English. This may mislead the teacher into thinking the student can cope with the curriculum with little need to differentiate; however, it has been shown that EAL learners are likely to master the spoken language –such as greetings, requests, instructions, and so on, with certain degree of ease, but they need considerable time to learn the academic language with any proficiency. In fact, learners can take up to five years to learn the academic language because of its complexity.

Spoken language is generally developed around verbs, short questions and commands. Language features such as ‘might, could, must’ are commonly used. Written language, however, seems to be based on nouns. Written language has syntactic and lexical complexity. Teachers can lead learners to improve writing by helping them develop control on how nouns are used in sentences. Although writing constitutes the basis for academic proficiency, oral language also needs to be developed **in a more structured way**. Teachers need to note that for **any interaction to be educational, it has to be infused with imagination**. For example, **learners have to be taught to predict the content of a text before they read it**. Equally, pupils who are taught **to engage cognitively through analysing, reporting, synthesising, will find it easier to transfer this knowledge into writing**. In other words, it is essential that learners practise using the spoken language accurately as the latter supports the development of writing. This view derives from the research claims that when learning a second language, learners go through a learning continuum, from spoken to written language.

Spoken language → Written language

Naming, using tag questions writing letters, reporting, giving instructions analysing the language structure It is on the basis of this learning process that one can explain the importance of key features in second language learning. They include:

Comprehensible input: This includes the use of visual aids (pictures, diagrams), support speech with gestures, paraphrasing ideas, role play, etc.

Comprehensible output: The features include group learning, communicative activities, reading comprehension, writing activities.

Supportive environment: The main features include modelling appropriate language, encouraging risk-taking, celebrating success, culturally inclusive environment, freedom from harassment and discrimination.

***Maintaining first language:** Some of the features include language programmes in school, liaising with community language supplementary schools, using learner’s first language in the mainstream class. These features are further described in the next section when I look at the main factors that affect second language development.

Guidelines Dr N Jean Mayala/ 2007



1.2 Progress Framework

The table below has been designed for schools in the USA, however, it is a useful and clear indicator of the strands that students need to achieve to be considered proficient and provides a framework for assessment which can be easily applied/referred to. It cannot be emphasized strongly enough that language be 'viewed as comprising more than English syntax and grammar, including different functions of language relating to both societal and academic purposes. It is seen as dynamic and varied and there is a strong adherence to these qualities of language in the framework. Recognition of the diversity and flexibility of language is expected to be manifested in the learning environment and to be promoted through teaching.'

Paul Hamlyn Foundation-funded NALDIC International Survey (2002-2005): EAL Assessment

Goal 1		
To use English to communicate in social settings		
Standard 1 Students will use English to participate in social interactions	Standard 2 Students will interact in, through, and with spoken and written English for personal expression and enjoyment	Standard 3 Students will use learning strategies to extend their communicative competence
Goal 2		
To use English to achieve academically in all content areas		
Standard 1 Students will use English to interact in the classroom	Standard 2 Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form	Standard 3 Students will use appropriate language strategies to construct and apply academic knowledge
Goal 3		
To use English in socially and culturally appropriate ways		
Standard 1 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting	Standard 2 Students will use nonverbal communication appropriate to audience, purpose, and setting	Standard 3 Students will use appropriate learning strategies to extend their sociolinguistic and socio-cultural competence

ESL standards for pre-K-5 students: summary of goals and standards (TESOL, 1997:8-10)

2. Assessment

[See Appendix for Assessments]

- All students new to Kingsmere School have a period of induction and assessment. Not only is information collected from previous schools but all relevant incidents and background is taken into consideration. When assessing an EAL student it is important not to consider the language as a barrier or to only assess the EAL student's ability according to their level of English.
- ***It is important not to make assumptions about a pupil's ability based solely on an assessment of their proficiency in English. Very often they are unable to demonstrate their subject knowledge and conceptual understanding because of their limited experience in English.***

New Arrivals Excellence Programme Guidance Primary and Secondary *National Strategies* 2003/2007

Thus, when doing the subject assessment [B□] a first language speaker, with knowledge of the educational system in their country, should be present.

The initial assessment should cover at least these four subjects;

- First language literacy
- English
- Mathematics
- ICT Computer Technology.
- **Science should be assessed within the period of induction as another indicator of ability and knowledge.**

Through the initial assessment, we aim at achieving four main objectives:

- To identify learners' real needs, both academic, social and personal
- To give learners an opportunity to feel confident to express their abilities and knowledge
- To reveal child's range and quality of previous educational experiences
- To collect accurate information on a child's knowledge as well as his/her potentials, and by doing so, avoid confusion with SEN cases. EAL students do not have special education needs because of their level of English; however, they may be SEN students due to other factors.

3 TEACHING AND LEARNING 1

'Barriers' to Learning need to be considered when preparing to teach EAL learners here are listed some of the most common.

Barriers	Action
Learning to speak English	Appropriate language support
Finding it difficult to adjust to life in a new country, a new language	Recognition of individuals culture and language
Understanding the different expectations and pedagogy	Patience with what appears obvious
Feeling insecure or traumatised due to prior experiences	Use of praise and reward for any/ all positive progress
Experiencing isolation	Using the buddy/mentor
Separation from one or both parents or other family members	Strategies used for boosting confidence
No previous schooling or an interrupted educational history	Appreciate how alien an experience it must be.
Not seeing their culture, language, experience, valued or reflected around the school or in the classroom: not feeling part of the whole school	Actively refer to the culture/ country of the student in the context of the lesson. Posters around school
Facing racism in or out of school	Never ignore any derogatory comments made by students in class or elsewhere.



These factors may not apply to all new arrivals; they vary as much as any group of students does. However, having said that what is good practice for EAL students is equally good for all students, indeed;

‘Pupils learn best when they feel safe, secure and valued. Learning has both cognitive and affective dimensions and factors such as identity and self-esteem and feeling valued as an individual are crucial for successful learning. This includes developing positive and supportive relationships with and between pupils by creating optimal conditions for learning. One way to achieve this is through establishing the following core principles developed by the Department for Children, Schools and Families, which are relevant to all learners and strongly aligned to the five expectations outlined in Every Child Matters (2003)’.

Underestimating the ability of EAL students can lead to boredom and then behavioural issues followed by a refusal to learn and participate. It is important that worksheets and material is age appropriate, that work set is accessible but not oversimplified particularly in the case of older teenagers who may have little knowledge of the language; here are some points to bear in mind:

- Ensure that every learner succeeds: set high expectations.
- Make learning of subjects and the curriculum real and vivid.
- Make learning enjoyable and challenging: stimulate learning through matching teaching techniques to a range of learning needs.
- Develop learning skills, thinking skills and personal qualities across the curriculum, inside and outside the classroom.
- Build on what the learners already know: structure and pace teaching so that they can understand what is to be learned, how and why.
- Use AfL to make individuals partners in their learning.



The Table which follows has a number of strategies to help create a positive teaching environment for the teacher and learning environment for the student.

Classroom Strategies to support Inclusive Practice	
Strategy	Examples
<p>Create an inclusive Environment</p> <p>Ensure that the student will be able to relate to the classroom environment.</p> <p>Access resources from specialists such as CREDS and NALDIC; see appendix</p>	<ul style="list-style-type: none"> • Display labels and signs in home language in the classroom and around the school • Reflect diversity in visual displays • Relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experiences
<p>Pairing and Mentoring</p> <p>Establish a buddy system as soon as they arrive if the numbers make this appropriate</p>	<ul style="list-style-type: none"> • Pair with a friendly outgoing student where possible • Good role models of English are important, slang is difficult to access for non English speakers • Do not pair with a SEN student
<p>Practical Activities</p>	<p>Give the student a classroom task</p> <ul style="list-style-type: none"> • Distributing equipment • Collecting up work
<p>Visuals</p> <p>Provide as much visual support as possible in a wide variety of formats</p>	<ul style="list-style-type: none"> • Pictures, Photographs • Diagrams • Flash cards • Artefacts • Picture Dictionaries • Computer Programs <p><i>Produce a set of picture cards for the pupils to use to communicate needs.</i></p>
<p>Key Words and key Language</p> <p>Give short vocabulary lists of key words for each unit</p>	<ul style="list-style-type: none"> • Illustrate key words with simple pictures • Pre – teach key words before a unit using the RSWs in keeping with the ethos of the 24 hour timetable. • Create a glossary book for the students to record new words. If the student is literate in their first language they should be recorded in both languages, making sure there is a definition in L1

Strategies	Examples
<p>Practical Models – Key Visuals</p> <p>Scaffold learning using key visuals, a way to represent or organise information diagrammatically making both access and reproduction of key information possible</p>	<ul style="list-style-type: none"> • Graphic organisers • Story Boards • Series of pictures • Interactive computer tasks
<p>Dictionaries</p> <p>Offer a variety of different types of dictionaries or ways to save/collect new words</p>	<ul style="list-style-type: none"> • Picture dictionaries • Illustrated topic glossaries • Bilingual dictionaries if the pupil is confident in written first language • Translated word lists from schools portal Pupils should be made to feel confident about using a dictionary within the classroom
<p>Talk</p> <p>Planned opportunities to talk</p>	<ul style="list-style-type: none"> • A silent 'period' is often a stage of development in learning EAL and a pupil should not be forced to respond • It is normal for understanding to outstrip verbal output in the early stages • Create activities for scaffolding talk • Use paired discussion, preferably in first language if possible, before commencing written work
<p>Use of first language</p> <p>Encourage regular transfer between first language and English</p>	<ul style="list-style-type: none"> • Show that the pupil's first language is respected • Learn a few simple phrases and encourage pupils to do the same • Provide opportunities for pupils to work in same language pairs or groups • If pupils are literate in first language, encourage them to read and write in that language • Make bilingual displays • Use home and community languages in drama and role play
<p>Language awareness</p> <p>Foster awareness and knowledge of language</p>	<ul style="list-style-type: none"> • Gain a simple understanding of the pupil's first language, written and spoken • Pupils to be encouraged to think about their "language stories" and the different languages they have encountered • Teach the use of English in different situations

3.2 Teaching and Learning

- **Collaborative/team teaching** this will enable whole class teaching to support modelling, demonstration and strategies for engaging all pupils in dialogue and discussion.
- **Collaborative learning** providing a framework where teachers and students can work together on the learning process. To encourage students to;
 - be active inquiring learners
 - develop thinking and language skills
 - interact constructively with their peers
- **Observation** to enable observation in a whole class context by either teacher with an agreed focus. Also enables assessment of impact of particular teaching strategies.
- **Working with target groups** this can be;
 - focus support on a specific group in the lesson.
 - provide preparatory teaching to better enable students to access the lesson.
- **Resource provision and development**
- **Monitoring** progress of bilingual learners and using the data to inform teaching and suitable strategies to be taken.



- **One to one** to provide individual support when specific difficulties or misconceptions arise; before or during the lesson.

Resources - General

Clear well presented worksheets benefit all the students in class as does good use of visual material.

Factors to consider:

Worksheets;

- size and style of font
- quantity of information presented on a sheet
- balance between text and pictorial
- use of photocopies from texts made more accessible
- incorporating a glossary of keywords

Interactive whiteboard;

- use of Power Point and other appropriate programmes
- download animated models
- interactive activities
- video clips
- annotating

Games;

- dominoes, bingo – word games
- board games adapted e.g. snakes and ladders
- puzzles

Activities;

-
-
- mixed box of work sheets providing choice

Visual resources;

- maps
- pictures
- flags
- music
- video clips
- Computer programs and games

$$(5 \times 5 - 5 = 20)$$

Step 1

