



# English As an Additional Language and SEND



*The great majority of teachers across the country may now expect to work with minority ethnic pupils at some point in their career, and mainly white schools in almost all areas may expect to admit minority ethnic pupils more frequently than in the past.*

Cline et.al.(2002)

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# What do you understand by the term EAL?

Creole  
Greek  
Urdu  
Bengali  
Tamil Malayalam  
Gujarati  
Polish  
Kashmiri  
Italian  
Punjabi  
Sylheti  
French  
Cantonese

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# Ofsted definition

***English as an additional language (EAL) refer to learners whose first language is not English.***

This covers the following:

- Pupils **arriving from other countries** whose first language is not English.
- Pupils who have **lived in the UK for a long time** and may appear to be fluent, but who also speak another language at home. These pupils are not always fluent in their literacy levels.
- Pupils who have been **born in the UK** but English is not their home language.
- Pupils who have a parent who speaks a language other than English and the child communicates in that other language with the parent (**bi-lingual** children).

Minorities Achievement and Attainment Service, Norwich

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# Attainment

In 2013 the attainment data showed an enduring difference in attainment between bilingual pupils and their English speaking peers. Whilst analysis shows that differences between the attainment of bilingual learners and mother tongue English speaking pupils have narrowed over time, the statistics also show very wide regional variations. Differences are largest in the Early Years Foundation Stage and narrow significantly by the end of Key Stage 4. Overall differences are smallest in inner and outer London.

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# 2013 figures

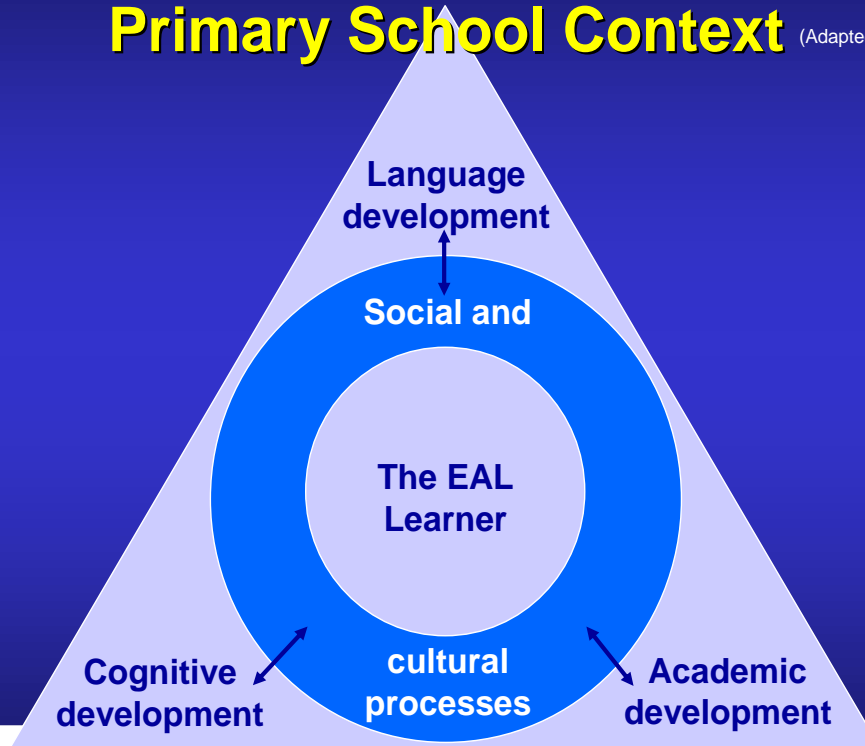
- 44 per cent of EAL and bilingual children achieved a good level of development in the **EYFS** compared to 54 per cent of children whose first language is English.
- **Phonics Screening Test:** The outcomes of this check showed almost no difference between the decoding ability of bilingual learners and mother tongue English learners.
- **Key Stage 1:** Only 83% of those pupils whose first language is not English achieved the expected level.
- 73 per cent of EAL and bilingual pupils achieved the expected level (Level 4) in reading, writing and mathematics at the end of **Key Stage 2** compared to 76 per cent of pupils whose first language is English.

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# Acquiring EAL in the Primary School Context (Adapted from Virginia Collier 1994)

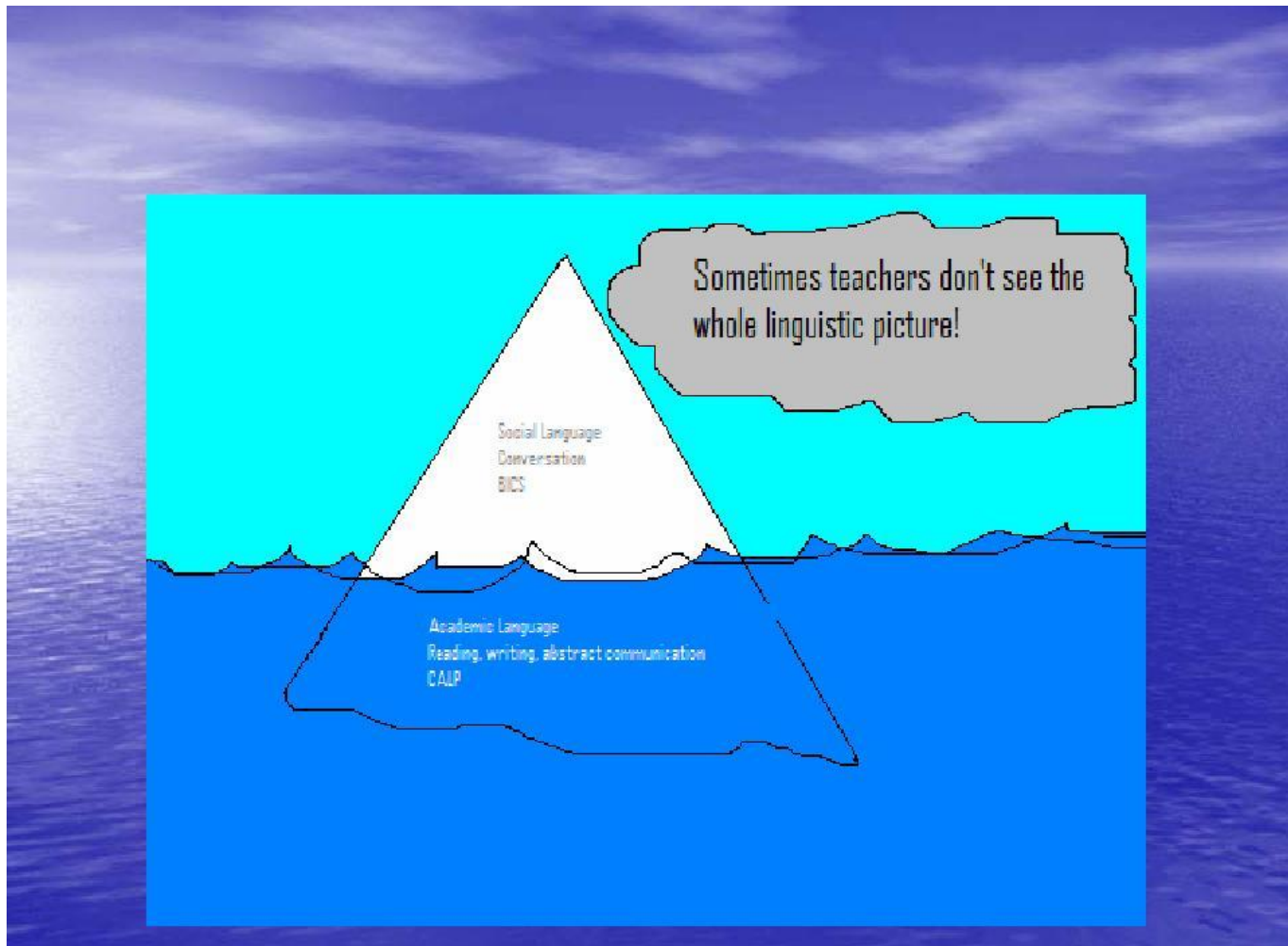


**Primary**  
*National Strategy*

3

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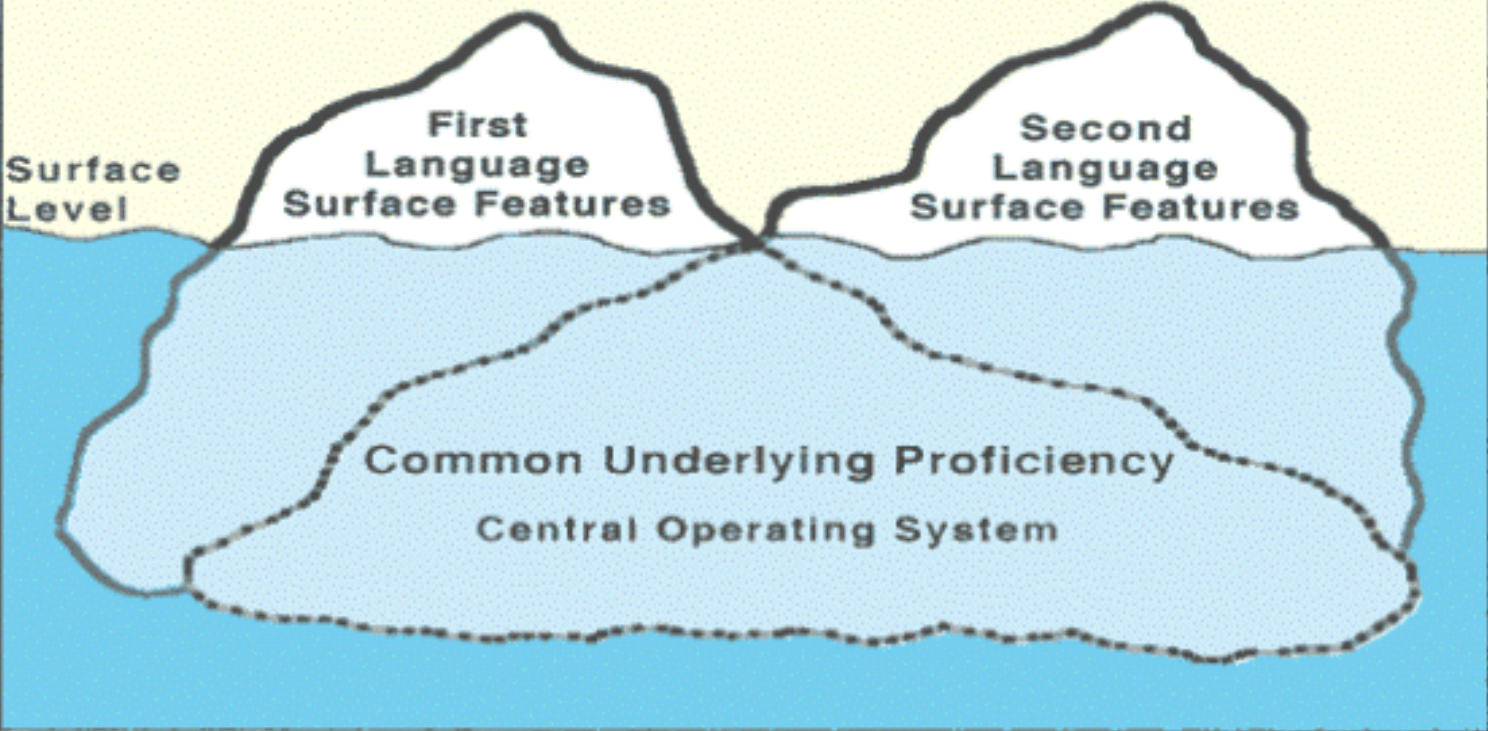


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# The Iceberg Analogy



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# Process Talk and Presentational Talk

- Process talk is exploratory talk concerned with working things out. It often uses speculation and hypothesis and thus shared understanding is developed
- Presentational talk requires the pupil to give a prepared response however short. It is intended for an audience and is public. Often this audience is the teacher or other practitioner.



# Examples of Process Talk

- Social interaction/Sharing ideas, feelings, opinions
- Discussion and decision making whilst creating or constructing/Exploratory talk/Formulating questions and responding
- Interviewing in role or not/Giving instructions or directions/Reflective talk



# Examples of Presentational Talk

- Oral reports for example about characters or behaviours
- Retelling or recounting
- Explanations of how and why
- Formal debating/Reporting back following an activity
- Drama and recitation



# We need to be...

‘...creating contexts in a classroom where children’s intellects are allowed to flourish even though they may not be able to express their ideas in English, and finding ways to let children show their intelligence and imagination.’



naldic 2001

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# Things to Consider

When a child who is learning English as an additional language makes slow progress in school, it is difficult to tell whether the delay is caused because they are not confident using the language of the school or because they have real learning difficulties independently of the language difference.

[www.naldic.org.uk/eal-initial-teacher-education/ite-programmes/eal-sen](http://www.naldic.org.uk/eal-initial-teacher-education/ite-programmes/eal-sen)

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- EAL children are learning another language whilst learning other subjects through the new language
- Native language is vital to sense of identity
- Being multilingual is extremely beneficial to education
- Many EAL pupils are incorrectly labelled as SEND simply due to lacking effective communication skills



- The Teacher Standards state that we must “have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.
- All teachers should understand the difficulties faced by EAL pupils and develop themselves as fully inclusive professionals
- EAL pupils thrive best when new learning is embedded at the same time as receiving support with the new language being learnt.





# Language Acquisition in Different Literacy Subject Areas

- Language for a range of purposes
- Academic language to talk about reading and writing
- Abstract language for example persuasion and story resolution
- Figurative language including imagery, metaphorical language, similes, idioms, connectives

## Mathematics

- Cognitive language
- Subject-specific language including words with different meanings to everyday language (table, point)
- Modal verbs in problem solving (might, could, couldn't etc.)
- Language of comparison
- Formulating questions, interpreting results and explaining findings
- Connectives
- Modelling, rehearsing and using mathematical language in oral mental starters

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# What problems do EAL pupils face when engaging with text?

- Cultural references – e.g references to common aspects of life in Britain, which may be unfamiliar
- Reference in text where meaning is carried using pronouns (it, they, he, she)
- Meaning carried through the use of complex sentences imagery- metaphors, similies



- Use of the passive voice, particularly in reference materials
- Contextual definitions of words that can have different meanings from those encountered elsewhere, such as *passage*
- Subject-specific vocabulary and technical terms which have very specific meaning



# Writing

- Writing activities need to be preceded by purposeful talk so that pupils can hear and rehearse some of the sentences they will need in order to develop a mental model (a voice in the head) of the English structures required
- Pupils learning EAL may show patterns of error when writing in English which are related to the structures of their own language.



# Ways to make the contexts more supportive

- Ensuring children are able to build on previous experience
- Scaffolding tasks
- Providing carefully planned opportunities to speak in a wide range of situations across the curriculum
- Children need to feel valued, secure and understood
- Children need to feel that their first language is valued
- Anxiety levels need to be kept low and expectation high
- Curriculum contexts should be relevant and motivating



# Supporting EAL pupils

- Collect accurate admission information
- Monitor induction process
- Observe interactions
- Teach key vocab
- Small group support
- Buddy system
- Pre-teaching
- Reading text in advance



# Important points to remember

- Recognise and value all languages
- Encourage children to use home language
- Remember that pupils who have developed a good social language will need longer to develop academic language
- Some children won't speak until they know that they will get it right!



# Induction

Accurate information

Family members – esp other children

Ascertain level of English in pupil and parents

Educational experiences – past school report

Track journey from home country

Past experience

Be noisy!

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# Observations

- EYFS style!
- Interactions
- Body language
- Attempts to communicate

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# Early days

- Monitoring
- Ensuring contact with parents
- Buddy system – playground, classroom, assembly etc
- Denis pack

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# When to ask for help?

- Professional judgement
- Evidence support given on provision map
- Evidence difficulties including non-verbal issues
- Progress is higher in one area than other indicating a specific problem
- Progress is stagnant and not due to language

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# Useful websites

- [www.bfinclusion.org.uk](http://www.bfinclusion.org.uk)
- Wsh.Wokingham.gov.uk
- [www.naldic.org.uk](http://www.naldic.org.uk)
- [www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org)
- [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

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