

2012-2013



P.G.C.E. PRIMARY

**CHILDREN LEARNING ENGLISH
AS AN ADDITIONAL LANGUAGE**

Activity File

Edition 9

Children learning English as an Additional Language Tasks File Checklist				
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Please keep this checklist and file safe as it will contribute to evidence that you have met the standards.

Teachers' Standards – September 2012

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
- 2. Promote good progress and outcomes by pupils**
- 3. Demonstrate good subject and curriculum knowledge**
- 4. Plan and teach well structured lessons**
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
 - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment**
- 7. Manage behaviour effectively to ensure a good safe learning environment**
- 8. Fulfil wider professional responsibilities**

Introduction

Raymonde Sneddon - UEL – 2012

There are around 230 different languages spoken by children in the greater London area. As a trainee teacher you will encounter children from many different linguistic communities, some of whom have been established locally for several generations, others more recently arrived. Some of the schools in which you will practise will have very few bilingual children, some will be almost entirely bilingual. In some schools, for example in Tower Hamlets, most bilingual children will speak the same language as a mother tongue, whereas in others 40 different languages or more may be spoken.

There are many different ways of defining bilingualism. The one generally used in education in Britain is very broad:

"Bilingual learners: all children who have access to more than one language at home or at school. It does not necessarily imply full fluency in both or all languages". (DfES, 2004. Aiming High: Raising the Achievement of Minority Ethnic Pupils)

You will have noticed that we refer both to **bilingualism** and to **English as an Additional Language (EAL)** on this course. When the focus is on the fact that children have access to two or more languages, the term **bilingual** will be used: for example, if we are discussing how to provide resources and activities in a classroom that will reflect and value the languages the children use.

The term EAL is used when reference is being made specifically to the teaching of English to speakers of other languages, to the specific needs of the learner of English and to the distinctive aspects of the pedagogy of teaching English as an additional language in the classroom. "English as an Additional Language" is the terminology used in the Teachers' Standards and many official documents. It draws attention to the fact that children may have two or three languages in addition to English; also that English should be considered as an additional language, rather than one that replaces the children's other languages.

With respect to pupils learning EAL, the Coalition Government's policy is focused on promoting the rapid acquisition of English. It makes it clear that "classroom teachers have the responsibility of ensuring that pupils can participate in lessons", that pupils have a right of access to the National curriculum, that EAL provision for new arrivals is integrated into all subject areas and that pupils are educated alongside their peers in the mainstream classroom (1).

While only Teachers' Standard 5 makes specific mention of learners of EAL, you are expected to take account of the cultural and linguistic needs of all children when addressing all other standards. The tasks in this file are designed to help you meet those needs.

With respect to resources for teachers working with bilingual pupils, the Multiverse website developed from 2002 to 2011 has been archived and access to teaching resources is very limited. However many other materials developed over the last few years remain available of the Department for Education website. You will find reference to these in Appendix A.

Learning and teaching for bilingual children in the primary years is still one of the best guides available:

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>. You will find a treasure trove of information on the site of NALDIC, the professional association of teachers of EAL at www.naldic.org.uk. Particularly recommended is the dedicated section on Initial Teacher Education.

1) http://www.cambridgeassessment.org.uk/ca/digitalAssets/200053_brief_summary_of_Government_policy_in_relation_to_EAL_Learners.pdf

Please note that some of the tasks in this file need to be carried out in a school where there are bilingual children. If you are in such a school for placement 1, you are required to carry out these tasks before the end of the autumn term as you may not have such ready access to bilingual children in placements 2 and/or 3.

Task 1: Auditing your knowledge of children learning English as an additional language. (Standard 8)

Please complete this prior to your first placement.

Throughout the course you need to track your understanding of the issues that affect the education of bilingual children and your professional development in this area.

What do you think the issues are for bilingual children / children learning English as an additional language?

What do you need to find out? (Set yourself two targets)

Targets:

Date set:

Task 2 – Observing and profiling a pupil (Standards 2, 5)

Taking the advice of your mentor, choose a bilingual child who is in the process of acquiring English as an additional language. Observe the child in a range of situations and find out the following:

- 1) The child's linguistic background (what languages he/she understands, speaks, reads or writes) and whether the child attends a community class to learn the language.

- 2) If not born here, how long has the child been in the UK?

- 3) Does the child have the opportunity to speak to other children who speak the same language? Does he/she choose to do this?

- 4) Using the descriptors in Appendix B for early learners and the definition of Advanced Learners on page 13, estimate the child's stage of English development and give some evidence, based on observations. Discuss this with your mentor.

- 5) Observe the child in both a group and a whole class situation. What do you notice about the child's speaking and listening? How does the child respond?

- 6) Discuss with your mentor what he/she feels the child's needs are with respect to developing English as an additional language and how these are met in the classroom. Note if any other adult help is available.

- 7) Are there resources in the classroom in the child's first language?

Task 3a – Interviewing the Co-ordinator. (Standards 3,8)

Interview the person responsible in your school for coordinating provision for EAL (EMA coordinator, inclusion coordinator, teacher in charge etc.)

Until recently all Local Authorities received dedicated funding (Ethnic Minority Achievement Grant) to provide additional support to children from all minority communities where needed to raise achievement: as EAL support in schools and through small central teams which managed the grant, monitored its effectiveness and provided training for teachers and other staff. This funding is now included in the Dedicated School Grant paid directly to schools and very few Local Authorities retain any consultants with specialist EAL knowledge. It is the responsibility of headteachers to appoint and deploy staff to support learners of EAL.

Find out:

- 1) Who has responsibility for English as an additional language in your school?

- 2) What is the role and what are the responsibilities?

- 3) What staff are employed in school to support learners of EAL (teachers, teaching assistants, bilingual instructors, bilingual assistants etc.)?

In 1985 the Swann Report recommended that pupils learning EAL be taught alongside their peers in the mainstream classroom to ensure full access to the curriculum and to avoid stigmatisation. This is still policy under the Coalition Government.

While withdrawal is still practised in many schools for a variety of purposes, it is generally recommended that specialist teachers, where they are available, work in partnership with mainstream class teachers. This involves joint planning and assessment as well as team teaching in the class. Rather than to support a group of children, the expertise of the specialist EAL teacher is harnessed to make the lesson as a whole accessible to the EAL learners in the class, by meeting their specific, identified needs. The idea is that all teachers in school should develop strategies to teach bilingual pupils effectively when not supported by a specialist.

- 4) How is support organised in the school? Are children withdrawn from the classroom? If so, for what purpose and by whom are they taught? Are children supported in a group by a teacher or assistant in the classroom? Is partnership teaching practised? How do staff liaise, plan and assess?

For examples on video of working with others to support bilingual learners, see <http://www.naldic.org.uk/ITTSEAL2/ite/Workingwithothers-Professionalmodule.cfm>

Task 3b : EAL Policy and Guidance in school

During your interview also find out:

- 5) Does the school have a policy, strategy or action plan for supporting the teaching of English as an additional language? This may form a part of an EMA policy or of the Language or Inclusion or the Equal Opportunities policy or the school development plan.

Read the policy and list key points on a separate sheet of paper.

Task 4 - Resources (Standard 3)

Find out what languages are spoken by the children in the classroom. What resources are available (either in the classroom or elsewhere in the school) in the children's languages (consider displays, books, dual-text books, tapes, CDs or Talking Pens, posters, software, games etc.)?

If you had the opportunity and the funds, what would you suggest providing for the classroom? Please provide at least 20 **specific** examples:

(For an idea of the kind of material available, you may want to look at www.mantralingua.com and sites listed in Appendix A).

Key issues in learning English as an additional language

Cummins (see bibliography) has made an important distinction between two aspects of language: **conversational fluency (communicative language)** and **academic language**. Children need to develop full competence in both, but the rate at which they acquire these aspects of language may vary considerably.

Conversational fluency

- refers to the ability to carry on a conversation in familiar face-to-face situations;
- native speakers of English have generally developed competent conversational fluency by the time they enter school at age 5;
- conversational fluency involves use of high frequency words and simple grammatical constructions;
- second language learners generally develop conversational fluency in their second language within a year or two of exposure to the language either in school or in the environment.

Academic Language Proficiency

- refers to the ability to understand and produce increasingly complex oral and written language. As students progress through school, they encounter far more low frequency words (primarily from Latin or Greek sources), complex syntax (e.g. passives), and abstract expressions that are virtually never heard in every day conversation. Students are required to understand linguistically and conceptually demanding texts in the content areas (e.g. literature, social studies, science, mathematics) and to use this language in an accurate and coherent way in their own writing;
- research has repeatedly shown that EAL students usually require **at least five** years of exposure to academic English to catch up to native-speaker norms. This is due both to the complexity of academic language and the fact that ESL students must catch up to a moving target (speakers of English as a first language);
- the development of reading comprehension ability in the content areas requires very different kinds of instruction than those that are successful in teaching discrete language skills. In particular, extensive reading of text is crucial for the expansion of vocabulary knowledge and the development of academic language proficiency.

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(Cummins, J. 2001. NALDIC - Birmingham)

You will find more information about these issues in NALDIC's Supporting Language and Cognitive Development

<http://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/SupportingLanguageandCognitivedevelopment.pdf>

Planning for beginners

(Pupils on A Language in Common extended scale - see Appendix B)

Beginners and second stage learners are developing their basic communicative skills in English. Children will only learn if they understand. The sort of curriculum offered in the Foundation Stage – which ideally offers children a host of meaningful activities in which the meaning is embedded – is excellent for helping children develop their communicative skills in English.

The challenge for the teacher is to make accessible concepts that are cognitively challenging for children. This means finding out what children already know as a starting point. When planning activities and lessons make sure that you provide as much practical understandable context as you can. This means giving the children as much opportunity as possible to see and handle materials. Plan to ensure that children understand key vocabulary ("scissors", "triangle", etc). You need to maximise opportunities for hands on learning: use drama, puppets, artefacts and illustrations to support the understanding of stories. You will also need to model language structures that are particular to the subject being taught. Create opportunities for naturally occurring repetition: questions (How high did the ball bounce?), comparatives (the red block is heavier than the blue one), negatives (I don't think the penny will float), story dialogue ("... and he was still hungry!").

***Example:**In a sinking and floating experiment you would want to ensure that the children understood the names of the objects used (e.g. boat, plasticine, block of wood etc.) and words like "sink" and "float". You would also need to model structures such as "do you think the ball of plasticine will float?"*

Grouping children

Interaction time with adults is limited in the classroom. Children will learn most from their peers. Group children for practical tasks with children who will provide role models of spoken English. Children will also benefit from opportunities to talk to others in a shared language. **Do not group early learners of English with children whose language development is delayed.**

Assessment opportunities

The more practical the activity, the more opportunities there will be for children to demonstrate their understanding even if they cannot express it in English. In the floating and sinking example above, you could ask a child who had observed and practised sinking and floating repeatedly to put items that she thinks will float in one circle and items that she thinks will sink in another.

For good advice and suggestions for Assessment for Learning, see NALDIC at <http://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/AFL.pdf> . You will also find good advice from p.20 onwards in the DCSF's new document The New Arrivals Excellence Programme Guidance at <http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=1084051&ResourceId=3559731>

Task 5 : Planning for EAL support for early learners of English

(Extended Scale from A Language in Common)

(Standards 1, 4, 5)

Referring to the notes above regarding communicative/conversational language, and using the usual appropriate lesson planning pro-forma, plan a lesson or activity in any area of the curriculum (science is particularly good for this) that you are about to teach. If you have beginner learners of English in your class, plan for their needs. If not, choose a lesson plan that you have taught and show how you would adapt it to meet the needs of a beginner.

Use the pro-forma below and consult your mentor when the plan has been written.

Plan for a lesson without additional adult support as you will not always be able to count on in-class support. Then, in the final box in the pro-forma, show how you would teach the lesson in partnership with an EMA teacher. Please include the lesson plan with this pro forma.

What do the target bilingual pupils already know about the planned activity or lesson?
What additional resources and strategies (visual, audio, multimedia, graphic organisers etc.) will you need to make the activity or lesson context-embedded, to support your target children's understanding and to help them achieve the learning objective you have set for them?
How will children be grouped to maximise peer language support (either in English, or in the child's first language, or both)?
Identify vocabulary that children will need to understand to benefit from the activity / lesson. How will you introduce this?

Identify language structures that will be used in this lesson / activity. How will you introduce, model and reinforce these?

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How will you assess whether the target children have met the learning objective you set for them? How can beginners demonstrate their understanding?

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Have you discussed the lesson / activity plan with your mentor? What advice was given?

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How could this lesson be taught in partnership with an EAL specialist teacher? Note planning, delivery and assessment.

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Planning for more advanced learners of English

“Advanced learners” are children who have acquired basic communicative skills in English. They often give the impression that they are fluent in English because they are competent in conversational situations. This is especially so if they were born in this country, or first encountered English when they were very young, and have a good accent. However, the children are still likely to be unfamiliar with words that do not occur in everyday language. **Idioms, metaphors, language play and complex sentences** all cause particular difficulties.

Advanced learners may have learned to decode print effectively and appear to be good readers, but fail to understand fully what they are reading. You will need to think carefully about the vocabulary and structures that you need to introduce to children to ensure their understanding of a text. Shared and guided reading provide ideal opportunities to do this. Children will also need support in writing: good models and the provision of specially designed writing frames will be particularly helpful.

You will find more good advice (and practical teaching strategies) on integrating teaching for subject content with teaching for language development on p. 14 to 30 of Unit 1 of the ***Learning and teaching for bilingual children in the primary years*** document. You will also find practical suggestions on how to create an inclusive classroom culture in the various sections of Units 2 and 3.

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>.

All children, whether beginners or advanced learners of English, need a lot of opportunity to hear and see good models of English as well as to practise.

Task 6 - Planning to support the learning of academic language for advanced learners
(Standards 1, 4, 5)

Please also include a lesson plan with this pro-forma

Referring to the notes above regarding the development of academic language, plan a lesson using the pro-forma and focusing on the analysis of the language demands of the tasks involved.

(If your lesson plan involves the teaching of writing at KS2, you will find excellent ideas in OfSTED: Could they do even better? The writing of bilingual learners of English at KS2. HMI Survey of good practice).

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Modern-foreign-languages/Secondary/Could-they-do-even-better>

What do the target bilingual pupils already know about the planned activity or lesson?
What additional resources (visual, audio, multimedia, graphic organisers etc.) and strategies will you need to support the target pupils understanding and to help them achieve the learning objective you have set for them?
How will children be grouped to maximise peer language support (either in English, or in the child's first language, or both)?
Identify vocabulary that your focus children will need to understand to benefit from the activity / lesson. How will you introduce this?

Analyse the language demands of the lesson and identify language forms that you will use. How will you introduce, model and reinforce these?

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How will you assess whether the target children have met the learning objective you set for them?

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Have you discussed the lesson / activity plan with your mentor? What advice was given?

--

How could this lesson be taught in partnership with an EAL specialist teacher? Note planning, delivery and assessment.

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ASSESSMENT

Section 2 of Unit 1 of the *Learning and teaching for bilingual children in the primary years* document provides excellent advice and practical suggestions on the collection and use of evidence for Assessment for Learning.

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>. (pages 31 to 44)

A Language in Common, launched in 2000 and currently used by about 50% of LEAs, provides a strategy for assessment linked to National Curriculum levels. While the document has advisory status, the procedure for assessment is highly recommended by the DfES and OfSTED. You will find the Extended Scale used for the assessment of early learners of English in Appendix B. The assessment of bilingual pupils remains a controversial area and you will find different procedures in place in different local authorities. For a discussion of these issues and further guidance, see the NALDIC "EAL Assessment, frameworks, models and useful documents for classroom teachers" at

<http://www.naldic.org.uk/ITTSEAL2/teaching/Assessment.cfm>

A Language in Common. Download at

<http://media.education.gov.uk/assets/files/pdf/a/a%20language%20in%20common%20assessing%20eal.pdf>

The assessment of bilingual children serves a number of different purposes. Referring to the notes for tasks 4 and 5, find out what procedures are used in your school for the following:

Task 7 - Assessment (Standard 6)

1) The Assessment of new arrivals (children's skills in English, in other languages, their previous educational experiences);

2) Children's development in English. Please explain what procedure is used and what records are kept.

3) What are the school's procedures for determining if a bilingual child has a language difficulty or disability? *For advice on this complex issue, see the NALDIC website at*

<http://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/Identification.pdf>

You will also find useful advice in the New Arrivals Excellence Programme Guidance at

<http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=1084051&ResourceID=3559731>

You will find guidance for working with Gifted and Talented bilingual pupils on the NALDIC website at <http://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/Identification.pdf>

4) Using the Extended Scale from A Language in Common (in Appendix B), or the procedure in use in your school if it is different, assess a child in the early stages of learning English for one of the following: speaking, listening, reading or writing. This can be the child you observed for Task 1 if appropriate. Please note that the Extended Scale is only appropriate for early learners of English. Assign a Step or Level and note your evidence below. Consult your mentor and amend your notes as necessary.

Subject	
Scale used	
Level/ Step allocated	
Evidence	

Task 8 - Working with refugee children (Standard 5)

Find out if there are refugee children in your school, what additional support is available to them, and whether the Local Authority provides any support for the school. As you may have few opportunities in your practice school to encounter refugees, we recommend you make use of the websites below to find out more about the needs of refugee pupils and strategies recommended to meet them.

You will find the following sites useful:

<http://www.naldic.org.uk/eal-initial-teacher-education/resources/refugees>

<http://www.education.gov.uk/a0076728/refugees-new-arrivals-and-asylum-seekers>

<http://www.refugeeeducation.co.uk/>

http://www.refugeecouncil.org.uk/policy/briefings/2011/smilebriefing_education

<http://www.salisburyworld.org.uk/>

If you have an opportunity to attend workshops or lectures by Tim Spafford or Bill Bolloten, go along, you will learn a lot.

Write a 500 word summary of your findings.

APPENDIX A

Bilingualism / English as an Additional Language Bibliography 2012/2013

Context, theory and research:

- Baker,C. 2006. Foundations of bilingual education and bilingualism. (4th edition)
Clevedon: Multilingual Matters.
- Baker,C. & Hornberger,N, (Eds) 2000. An introductory reader to the writings of Jim Cummins. Clevedon. Multilingual Matters. A compilation of Cummins' most influential writings with a commentary on the development of his theoretical framework.
- Baker,C. 2000. A parent and teachers' guide to bilingualism. Clevedon:
Multilingual Matters
- Baker, C. 2000. The care and education of young bilinguals: an introduction for professionals. Clevedon: Multilingual Matters.
- Baker,P. & Eversley, J. 2000. Multilingual Capital. London: Battlebridge Publications
- Bastiani,J. (Ed.) 1997. Home-school work in multilingual settings. London:
David Fulton. A series of chapters by practitioners on aspects, examples
and models of parental involvement in education.
- CILT (2006). Positively Plurilingual.The contribution of community languages to UK
education and society. London: CILT
- Clegg,J. 1996. Mainstreaming ESL Clevedon. Multilingual Matters. A series of chapters
on aspects of teaching bilingual children in mainstream schools, primary and
secondary, in Britain and abroad.
- Cummins,J.2000. Language, power and pedagogy. Bilingual children in the crossfire.
Clevedon. Multilingual Matters. This book addresses issues of language teaching in
relation to concept of power and academic and sociopolitical controversies.
- DfES, 2004. Aiming High: Raising the Achievement of Minority Ethnic Pupils.
London,DfES
- DfES, 2004. Aiming High: Guidance on Supporting the Education of Asylum Seeking
and Refugee Children. London, DfES
- DfES, 2005. Aiming High: Guidance on the assessment of pupils learning English as an
additional language. London, DfES
- Gregory, E., Long,S. & Volk, D. (eds) 2004. Many pathways to literacy. Young children
learning with siblings, grandparents, peers and communities. London:RoutledgeFalmer.
- Rutter,J. 2003. Supporting refugee children in 21st Century Britain. Trentham
Books.
- Rutter,J. 2006. Refugee Children in the UK (Education in an urbanised society).
Milton Keynes: Open University Press.

Classroom use:

- Cummins, J. 2010. Identity Texts. The collaborative creation of power in multilingual
schools. Stoke-on-Trent: Trentham Books
- Datta, M. (Ed.) 2007(2nd Ed). Bilingualism and Literacy. Principles and practice.
Continuum
A key text for understanding bilingual literacy development.
- Edwards,V. 2009. Learning to be Literate. Multilingual Perspectives. Clevedon:
Multilingual Matters.
Teaching reading and developing children's bilingualism and multiliteracy.
- Gibbons,P. 1991. Learning to learn in a second language. Newton NSW: P.E.T.A. One
of the best books around that provides good ideas for teaching children learning English
as an additional language, related to the Cummins' theoretical framework.
- Gibbons,P. 2002. Scaffolding Language, scaffolding learning. Teaching second
language learners in the mainstream classroom. (from Dec. 2002)
- Gibbons,P. 2009. English learners, academic literacy and thinking. Learning in the
challenge zone. Greenwood Publishing.
- Gillborn,D. & Mirza,H.S. 2000. Educational Inequality, mapping race, class and gender.
A synthesis of research evidence. Ofsted.gov.uk

Gravelle, M. 1996. Supporting Bilingual learners in school. Stoke-on-Trent: Trentham Books. A book of very good ideas (linked to theory) written for teachers.

Gravelle, M. (Ed.) 2000. Planning for bilingual learners, an inclusive curriculum. Trentham Books. Very good ideas for working with bilingual pupils across the curriculum.

Gregory, E. 2008. Learning to Read in a New Language. London: Sage

Hall, D. 2001 (2nd edition) Assessing the needs of bilingual pupils. London: David Fulton. This book presents a very practical model for assessing bilingual children. It is linked to Cummins' framework and the many diagrams provide information on how the framework operates in practice. Directly useful for teachers.

Kenner, C. 2000. Home Pages. Literacy links for bilingual children. Supporting, introducing and sharing mother tongues in the nursery classroom. Stoke-on-Trent: Trentham Books.

Kenner, C. 2004. Becoming Biliterate: young children learning different writing systems. Stoke-on-Trent: Trentham Books

OfSTED, 2005. Could they do even better? The writing of bilingual learners of English at KS2. HMI Survey of good practice. London, OfSTED

QCA. 2000. A language in Common. London. QCA. The recommended, but not mandatory assessment procedure for bilingual children learning English as an additional language, related to curriculum levels with additional steps. Essential policy document which is being implemented in some, but not all schools.

Smith, G. 2003. Helping Bilingual Pupils to Access the Curriculum. London: David Fulton. A book of very practical advice on how to make the curriculum accessible. It includes examples, case studies and support for lesson planning.

Sneddon, R. 2009. Bilingual Books – Biliterate children. Stoke-on-Trent: Trentham Books. Research, policy and practical ideas on children becoming biliterate using dual language books.

Websites:

<http://www.naldic.org.uk/eal-initial-teacher-education> This is the website of the National Association for Language Development in the Curriculum, the professional association of EAL teachers. The resources section contains everything you may want to know about EAL (pedagogy, practice, policies, research, resources, helpline etc.). The ITTSEAL section is specifically aimed at Initial Teacher Education.

<http://www.youtube.com/user/NALDICvideo> offers a range of video material on the teaching of EAL as well as examples of the creative use of ICT in teaching EAL.

www.multiverse.ac.uk. This site did contain a wide range of recommended on-line material on issues of diversity: race and ethnicity, social class, religion, bilingual learners, travellers and refugees, specifically for ITE. The funding for the project has been stopped and the site archived and hard to access. There are currently attempts to make some of the content available. Watch this space!

Department for Education:

<http://media.education.gov.uk/assets/files/pdf/a/a%20language%20in%20common%20assessing%20eal.pdf>

A Language in Common: the assessment of learners of EAL.

Ensuring the attainment of more advanced learners of English as an additional language – EAL

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/node/187758>

The New Arrivals Excellence Programme Guidance provides valuable information (accompanied by case studies) on welcoming, assessing and teaching bilingual new arrivals to the UK, at

<http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=1084051&ResourceId=3559731>

OUR LANGUAGES The CILT (National Centre for Languages) website that promotes community languages and partnerships between complementary and mainstream

schools www.ourlanguages.org.uk
<http://www.emas4success.org/NewToEnglish/AdviceandGuidance/index.htm> offers
resources for teachers working with children new to English.
www.collaborativelearning.org offers a wide range of collaborative learning activities
across the curriculum, many of which have been designed specifically with learners of
English as an additional language in mind.

Primary National Strategy: Learning and Teaching for Bilingual Children in the Primary Years - DfES (2006)

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>

These resources were part of the Strategies which have now closed. However they remain the best government resources for working with learners of EAL in Primary Schools. They are available to download from the site above and many schools will still have the hard copies. The CPD resources are extensive and are aimed primarily at raising the attainment of advanced learners of English as an additional language. These are defined as “bilingual learners who appear to be fluent in an everyday conversational context but who need support to develop the cognitive academic language required for academic success” and are a group of bilingual pupils whose needs have tended to be overlooked until recently. Like many such materials, their use in the primary classroom will benefit all children. They are of particular value to ITE tutors and student and trainee teachers in that they make explicit reference to the research on which they are based.

The programme is designed to mainstream issues of English as an additional language at whole school level. It focuses on the integration of language development with curriculum content to further the development of cognitive academic language.

While the materials are far too extensive to be included as such in an ITE course, the following sections are particularly recommended to student and trainee teachers:

- The section on EAL pedagogy in Unit 1 part 2
- Assessment for learning strategies which enable teachers to build on the knowledge and skills that pupils have, to better assess their learning needs across the curriculum and to set layered curriculum targets, in Unit 2.
- Specific teaching ideas and strategies to develop Speaking, Listening and Learning in Unit 4, and for Reading and Writing in Unit 2
- The very much under-addressed issue of the use of first language for teaching and learning in the mainstream classroom in Unit 3.
- The importance of creating a positive school ethos and meeting teachers’ responsibilities under the Race Relations Amendment Act in Unit 3.
- Strategies for building effective partnerships with parents, families, complementary schools and the wider community in Unit 3.

APPENDIX B

QCA, 2000. A Language in Common: assessing English as an additional language. London QCA pp12-15.

<http://media.education.gov.uk/assets/files/pdf/a/a%20language%20in%20common%20assessing%20eal.pdf>

Assessment of Speaking and Listening

The extended scale for listening

Step 1

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

Step 2

Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

Level 1 (Threshold)

With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.

Level 1 (secure)

In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

The extended scale for speaking

Step 1

Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words and phrases in English.

Step 2

Pupils copy talk that has been modeled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.

Level 1 (threshold)

Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

Level 1 (secure)

Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

The extended scale for reading

Step 1

Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognize their names and familiar words and identify some letters of the alphabet by shape and sound.

Step 2

Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.

Level 1 (threshold)

Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases and simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

Level 1 (secure)

Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events and ideas in poems, stories and non-fiction.

The extended scale for writing

Step 1

Pupils use English letters and letter-like forms to convey meaning. They copy or write their

names and familiar words, and write from left to right.

Step2

Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

Level 1 (threshold)

Pupils produce recognizable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

Level 1 (secure)

Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly oriented.

APPENDIX C

SUPPORTING BILINGUAL LEARNERS IN SCHOOL THEORY AND PRACTICE

INTRODUCTION

*This hand out provides a theoretical framework for the session on bilingualism. It is designed as a reference and as revision support. It will be of particular use to primary trainees who plan work with bilingual children for their English assignment. For further information and references, see the accompanying bibliography. Key theoretical text: **Baker, 2006. Foundations of Bilingualism and Bilingual Education, 4th edition. Multilingual Matters.***

1) WHY THEORY ? (WHAT'S WRONG WITH COMMON SENSE?)

Although more people in the world are bilingual or Plurilingual than are monolingual, the history of research into bilingualism shows that the issue is controversial and often politicised. Some very contradictory messages have been conveyed about the value of bilingualism depending on whether a particular society promotes diversity or requires the assimilation of linguistic minorities.

For example:

- 1920s: case studies by linguists of children brought up as simultaneous bilinguals are very positive ;
- Pre 1960: deficit models of bilingualism: Research in the US : comparing newcomers to English tested in English with monolinguals and finding bilinguals "mentally deficient".
- Evidence from Canada (the St Lambert experiment, immersion classes) from 1962 through 1980s: positive research findings. Balanced bilinguals suffer no educational disadvantage and have some cognitive benefits (Baker, 2006).

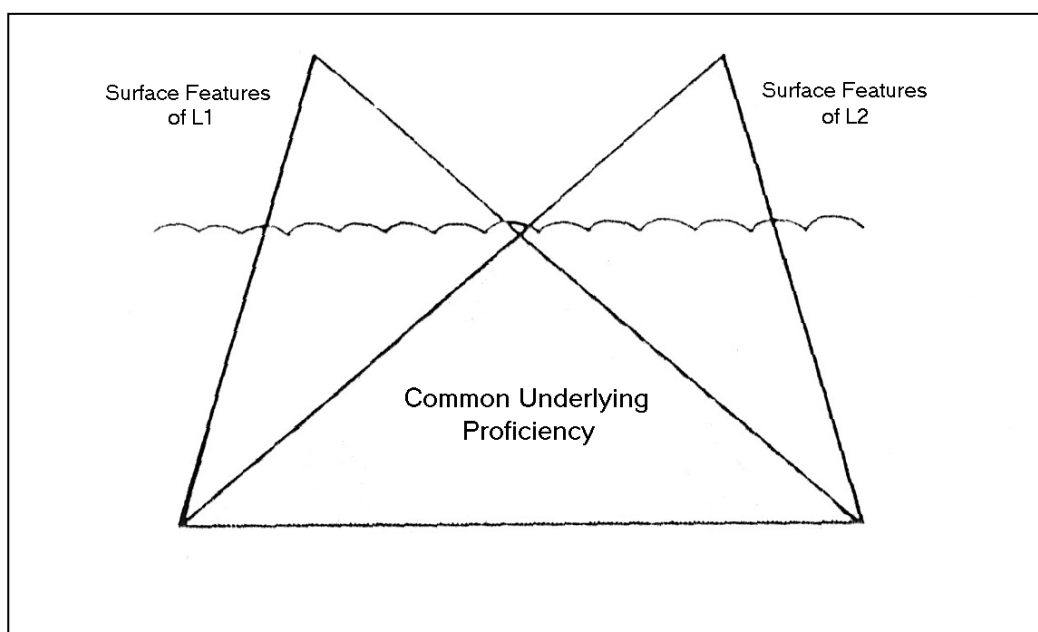
Contradictory messages are also apparent in the U.K. context. While London is the most multilingual city in the world, with over 300 languages spoken (Baker and Evesley, 2000), many schools remain profoundly ambivalent about promoting the bilingualism of their pupils. The current National Curriculum (DfEE, 2000) is resolutely monocultural and makes only a passing mention of bilingualism. The National Literacy Strategy "forgot" about learners of EAL and had to issue a supplement after concern was raised by teachers. More recent documents make positive references to bilingual learners as part of an agenda for raising the

achievement of pupils from minority ethnic communities: The Aiming High policy document (DfES, 2003) and studies from OfSTED (the body responsible for the inspection of schools in England) include examples of the beneficial impact on achievement of using pupils' first languages in the classroom (OfSTED, 2005). However public debate is often seriously misinformed about the nature and value of bilingualism.

The following theoretical framework based on extensive research is the one most widely used in the U.K. (it features, for example in the PNS EAL document) in relation to learners of English as an additional language and it supports the development of good practice. It can help teachers to:

- understand what kind of support children need in the classroom to gain full access to the curriculum;
- assess critically new initiatives and adapt them as necessary to the needs of children learning an additional language.

3) A THEORETICAL FRAMEWORK a) The Common Underlying Proficiency.



Cummins, 1984: the "dual iceberg" representation of bilingual proficiency.

Essentially a Chomskyan model: surface and deep structure.

According to this model, for a speaker of two languages, the surface features (phonology, syntax, vocabulary) are clearly and observably distinct for both the first language (L1) and the second (L2); these have to be learned by the speaker in communicative situations for each language. The general cognitive skills that underpins language use operate from a common central function: this ensures that thoughts and concepts can be readily explained in either language (provided the speaker has access to surface fluency in both). A substantial cognitive, cultural and pragmatic knowledge about how language is used is shared and can fuel developments in either language. Most fluent bilinguals can switch comfortably from one language to another. Complex cognitive and academic skills and concepts acquired in one language can be transferred to another.

The theory was developed from the work of Skutnabb-Kangas and Toukomaa in 1976 working with children from Finnish linguistic minorities in Sweden. It was further developed by Jim Cummins.

There is a considerable body of evidence to support the fact that knowledge acquired in one language is transferred to another. Studies in Canada, the U.S., Ireland, Wales, the Netherlands and Sweden show a strong relationship between cognitive academic language use in L1 and in L2. In particular there is considerable evidence that certain types of linguistic skills transfer very readily: for instance the ability to make sense of print. Transfer of skills operates even when writing systems are very dissimilar, as in the case of Japanese and Vietnamese and there is a high level of correlation between children's reading ability in two languages.

Transfer can also apply to other cognitive skills, for example to mathematical concepts (Baker 2001). Successful bilingual education programmes commonly teach some subjects in L1 and some in L2 in the full expectation that children that children will transfer knowledge and skills from one language to another.

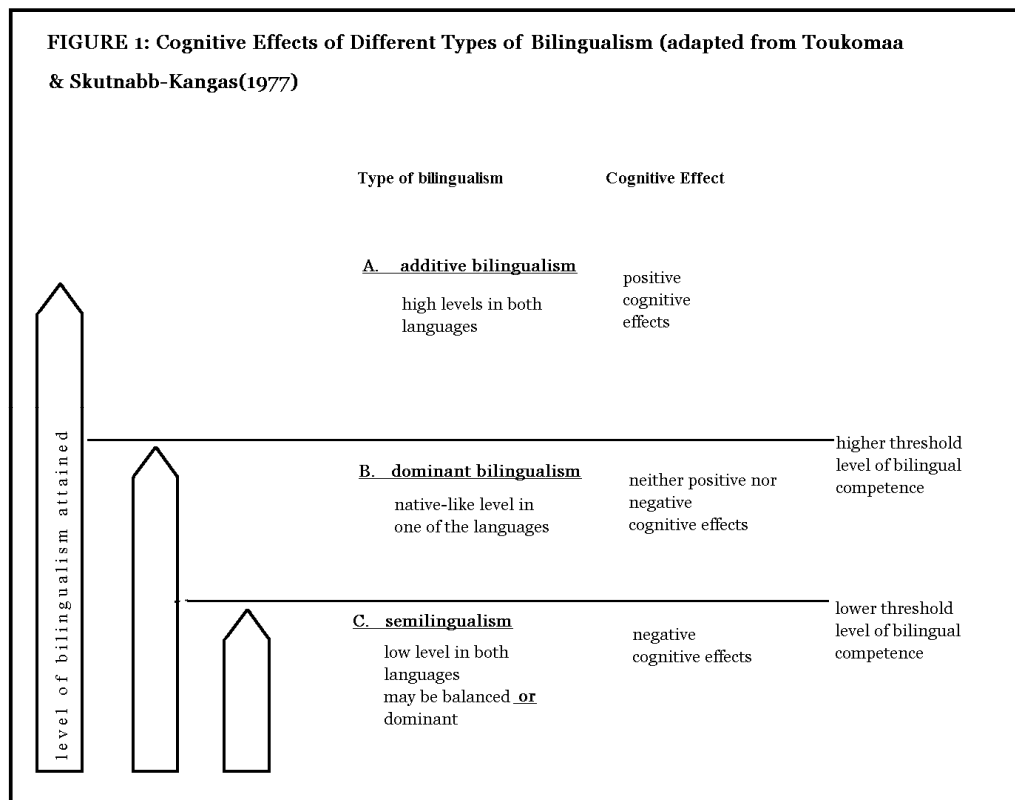
The evaluation of bilingual educational programmes also provides evidence of transfer of skills. A good example of the transfer of skills is the evidence from the Canadian immersion programmes. In a situation which presents a mirror image of the Finnish-Swedish situation, where L1 is the majority language, neglect of L1 in teaching does not lead to any loss of either communicative skills or literacy. As in the Swedish studies, ***no simple relationship has been found between the amount of time spent learning a language and a child's competence in it*** (Baker & Hornberger, 2000).

b) The threshold model.

Exploring the mechanism by which skills developed in one language transfer to another does not, however, provide any explanation for the very different levels of educational success of different bilingual children or groups of such children. The counterpart of the success of the immersion programme in Canada is the well documented underachievement of bilingual children elsewhere in many other programmes. Current research evidence in the UK reveals different achievement in different minority groups (Gillborn & Gipps, 1996; Gillborn & Mirza, 2000).

The threshold theory was developed by Skutnabb-Kangas and Cummins (1988) to account for these findings: "the levels of proficiency bilingual children attain in their two languages may be an important intervening variable mediating the effects of bilingualism on children's cognitive and academic development."

A model was proposed with two thresholds. Children who have low levels of competence in both their languages compared to their peers (as a result, for instance, of finding themselves in a "subtractive" educational situation) are likely to perform poorly in school and to suffer negative cognitive effects. the model shows these children below a lower threshold.



Cummins Threshold Model, 1979.

In a "subtractive" bilingual situation a child may be schooled through a poorly understood L2 with few opportunities to develop L1 to an adequate level. The child's L1 may be progressively replaced by the higher status and more widely available L2. The child is in danger of losing linguistic competence as fast as she is acquiring it, thereby preventing her from reaching the threshold of linguistic ability which would enable her to function effectively in the classroom.

Above the second threshold are children who are "balanced" bilinguals. They have attained high levels of competence in both their languages. They benefit from the positive effects associated with "additive bilingualism". These are the children described in the research studies mentioned previously who demonstrate particular cognitive benefits.

Between the thresholds are children who have communicative skills in two languages, but only full competence in one. Such children can be expected to perform at a level equivalent to monolinguals if the language of education is their stronger language. They will suffer neither deficit nor benefit from their bilingualism.

c) Communicative and Academic language (also BICS/CALP)

The above evidence led Cummins to make the distinction between two different kinds of linguistic competence.

He postulates a continuum between everyday **communicative language** (referred to in his earlier work as BICS - Basic Inter Communicative Skills) used in a context which provides clues to meaning and **academic language** (also referred to as CALP - Cognitive Academic Language Proficiency) which is essentially context reduced,

abstract, related to literacy, using vocabulary and structures which are not common in spoken language.

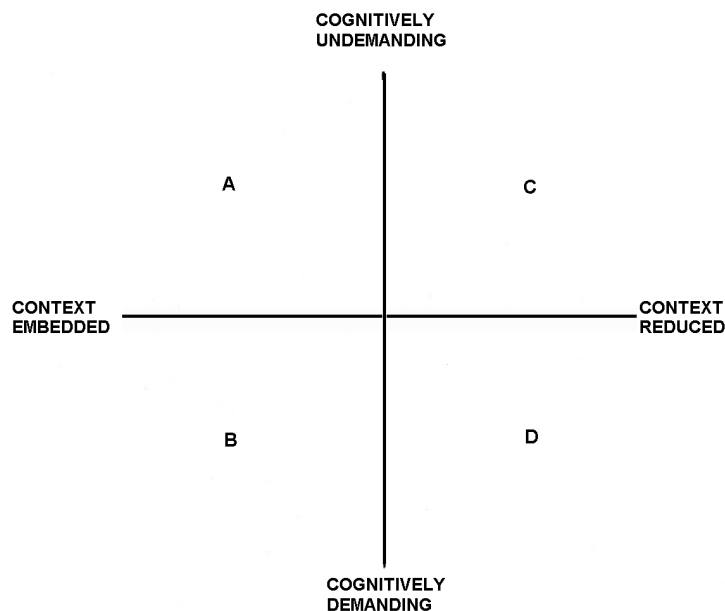
Cummins relates the development of his argument for the two aspects of language to the issue of age of acquisition. Both his own research and that of Thomas and Collier have shown that it takes on average two years for children to develop communicative language in L2. If they are very young when exposed to L2 they will develop a good native-like accent.

On the other hand children are found to need 5 to 7 years to develop full proficiency in academic language and this is strongly related to the development of literacy

In the children's native language there is generally little difference in everyday communicative skills between children of high and low ability, as measured by IQ tests. However ability to handle complex formal language is much more variable and is related to measured IQ. The skill is not so easily "picked up". To achieve parity with monolinguals in the school system bilingual children need to develop the cognitive/academic aspects of language and notably appropriate levels of literacy. On the basis of his analysis of a range of research findings Cummins concludes:

"The finding that it takes at least five years, on the average, for immigrant children who arrive in the host country after the age of six to approach grade norms in L2 CALP has important implications. In many school systems ESL assistance is given to immigrant children only during their first two years in the host country. the present data suggest that, from an educational perspective, this figure is arbitrary and may not reflect the needs of ESL children". (Cummins, 1981:148; Cummins 2000).

d) The developmental interrelationship between language proficiency and academic achievement.



The relationship between language proficiency and academic achievement (Cummins, 1983)

Horizontal axis: language continuum. Context-embedded situations / context-reduced situations. Language use in home / in school

The vertical axis: level of cognitive difficulty of a task for any particular individual.

The Cummins model is developmental. As a child's linguistic skill increases, activities which were maximally cognitively demanding move up the axis and become less so. The model is applicable to both L1 and L2 and allows for interaction. It also acknowledges that communicative language and academic language represent a continuum rather than a dichotomy and that face to face communication can be cognitively demanding. In pedagogical terms, a particular task can be located on the model in such a way as to take account of the pupil's prior knowledge and skill (for good examples of this, see Hall, 1995).

Although criticised for its lack of precision and failure to address causation, the Cummins model has been used extensively in EAL to plan teaching, to provide access to the curriculum, to account for diverse patterns of achievement and under-achievement. There isn't at present an alternative framework that has anything like the same explanatory power.

4) ADDITIVE AND SUBTRACTIVE BILINGUALISM

The concept was developed by Lambert to account for the different types of bilinguality and their very different outcomes. Lambert noted that all the post 1960 studies that found benefits in bilingualism were carried out among bilinguals whose two languages have social value and are used in education. (Hebrew/English, Afrikaans/English, French/English etc.) (Baker,2001).

- Additive bilingualism is found in situations where both the languages (and the cultures associated with them) have high status in the child's family and community and there is no danger of one language replacing another. Middle class homes where bilinguality is a matter of choice (immersion programmes, family decisions, early second language learning etc.).

- Subtractive bilingualism is more likely to occur in linguistic minorities where the first language is not valued in the wider community, and may even be devalued by the family and the individuals concerned.

The issues are related to the overall policies of the country of education ("melting pot" versus "language diversity models.")

Also to the intended outcome of schooling: is it intended to maintain L1 or to replace it with L2? The more prestigious L2 tends to replace L1 in the child's repertoire.

ISSUES: why does this happen?

Related to threshold theory.

- pragmatic issues: immediate need for an immigrant family to earn a new living, make a life in the new country, L2 is a priority, the thought of losing L1 doesn't immediately occur. Immersion can be an effective way to learn L2 if there is a practical context and high motivation.
- internalisation of negative messages: "your language isn't important", it stigmatizes you, peer pressure, lack of positive role models in education and society, it is "old people's talk". Children are particularly susceptible to these negative messages.
- educationally: L1 may have a restricted range: it may only be used for domestic and social communication. Children from minority linguistic communities are generally schooled through a language that is socially more prestigious than their mother tongue. The general lack of schooling in L1 means that academic language, the full

cognitive range of the language, is not developed and literacy may not be encouraged or available.

- Collier (Thomas & Collier, 1997): cognitive development may be interrupted or suspended while the child is acquiring communicative skills in L2 (about 2 years) and failing to grasp complex concepts that are only expressed in L2 in the classroom. A developmental/ educational lag is likely. In favourable educational and social circumstances children will catch up by the end of primary, but many may not.
- does it matter? there are instances where one language can completely replace another without cognitive/ educational damage. However: if bilingualism is a choice, parents may panic if children have a development lag at age 7 or so and give it up. Minority parents don't have this option. There is a danger of teachers accepting a subtractive situation as inevitable and therefore having low expectations of children.

These are complex issues: they can be related to league tables and "value-added" measures: you would expect some developmental lag, but teachers low expectations may damage children's eventual achievement.

5) SOCIAL NETWORKS

Developed by Lesley Milroy to investigate the use of low-prestige varieties of English in working class communities in Belfast. Also used by Li Wei (1994) in the Chinese community in Newcastle.

Network theory is a stronger predictor of language use than social class and, as a model, has greater explanatory power. It can be quantified and used for investigating the use of different languages as well as of varieties of the same language.

Your social network: who you interact with on a regular basis

Low density network: (your contacts don't know each other)

High density network: (your contacts know each other)

Multiplex network: (your contacts know each other in more than one capacity)

The more opportunities there are to use a minority language in a range of situations, the greater the opportunity for using the language in a range of registers, domains and topics and the more likely that the language will be maintained in a particular community.

6) PRACTICAL APPLICATIONS IN THE CLASSROOM

The aspects of the framework that have been found to be most directly useful in the classroom are the concept of communicative and academic language and the different teaching strategies that support their acquisition. These provide a possible explanation for many instances of underachievement in bilingual children who are apparently fluent in English.

The development interrelationship between the linguistic and the cognitive demands of a task has been widely used to plan for language development in the curriculum. The two dimensions help focus the teacher on the difference between cognitive difficulty and linguistic difficulty. The framework is also very helpful in supporting the assessment of children's knowledge and skills and in eventually determining whether particular children have a learning difficulty in addition to being bilingual. A model of assessment based on the framework has been developed by Deryn Hall, 1995 and it also features in the PNS EAL Guidance.

R. Sneddon – UEL - October 2002 – Revised July 2012