

Supporting trainee teachers to meet the needs of pupils for whom English is an additional language: guidance to Initial Training Providers

Working for pupils with English as an additional language

naldic

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I Introduction

This guidance is intended to assist Initial Teacher Training providers in supporting trainee teachers to meet the needs of pupils for whom English is an additional language (EAL) and to meet the related Standards for Qualified Teacher Status (TTA, 2003). The guidance is based on evidence drawn from a range of research, theoretical perspectives and practice. It has been informed by the work NALDIC has undertaken with TTA funding, to provide support and information on English as an additional language for all professionals involved in initial teacher education.

This guidance takes account of current educational policy initiatives, including the Primary and Secondary National Strategies, the DfES 'Aiming High' ethnic minority achievement policy initiative, the revised OFSTED Framework for Inspection and the work of QCA in this area. The guidance also recognises:

- The existence of a range of delivery models in initial teacher education
- The importance of learning communities in initial teacher education
- The need for an approach consistent with good practice in early professional development

This guidance has been developed by a NALDIC working group whose members include Carrie Cable, Nicola Davies, Constant Leung, Raymonde Sneddon and Hugh South. Additional support materials which accompany this guidance can be found at the NALDIC Initial Teacher Education website <http://www.naldic.org.uk/ittseal2/index.cfm>

Feedback on this guidance is welcomed and should be sent to enquiries@naldic.org.uk

2 Standards for the award of Qualified Teacher Status

Since all QTS Standards (TTA 2003) apply to the teaching of all pupils in schools, providers will need to consider how they can be applied to the teaching of pupils with English as an additional language (EAL) in order to ensure that these pupils receive the educational opportunities to which they are entitled. The guidance offered in this document highlights aspects of some standards in order to exemplify how the standards as a whole can be applied to the teaching of pupils learning EAL. The following standards contain implicit or explicit references to pupils learning English as an additional language.

S1: Professional values and practice

S1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

S1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.

S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.

S2: Knowledge and understanding

A significant omission from the requirements is any mention of knowledge and understanding of EAL pedagogy.

S3: Teaching

S3.1 Planning, expectations and targets

S3.1.2 They use [these] teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.

S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

S3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.

S3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

S3.2 Monitoring and assessment

S3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

S3.3 Teaching and class management

S3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

S3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

S3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

Many of the Standards have important implications if they are interpreted in the light of the learning situation of pupils with EAL. For example Standards 1.6 and 3.1.4 refer to working with support staff, although no specific reference is made to EAL specialists. Some specifically refer to pupils learning EAL. As a whole, the Standards represent a significant improvement on the previous Standards set out in DfEE Circular 4/98 in that there is a recognition that every teacher should be able to make appropriate provision for pupils with EAL in their classroom.

Specific standards

The four standards which are most specifically relevant to the teaching of pupils learning EAL are noted in italics in the preceding text. As can be seen, whilst there are specific standards relating to the *teaching* of EAL pupils in terms of planning, assessment and class management, there is no corresponding focus on *knowledge and understanding*. This is in contrast to standards relating to curriculum subjects and special educational needs (SEN).

The Handbook of Guidance 2005 Edition (TTA 2005) outlines the scope of each standard, and the kind of evidence necessary to establish that it has been met. Information in relation to the specific EAL standards noted above includes:

Standard S3.1.3 concerns the use of resources. This standard includes the selection, preparation and management of resources to support the needs of all pupils, including those learning EAL. Evidence might include the selection of appropriate resources or the identification of unsuitable resources for supporting learners of EAL. Trainee teachers may liaise with other professionals, such as Ethnic Minority Achievement (EMA) staff, in meeting this standard.

Standard 3.2.5 concerns the monitoring and assessment of pupils learning EAL. With the help of more experienced teachers, trainees should be able to identify levels of attainment of pupils learning EAL and start to analyse the language demands of particular activities. Evidence might include the planning and preparation of activities, with the support of bilingual assistants or other professionals, whether as part of practice teaching or as a video-based activity. Activities might include the use of suitable visual materials, co-operative work with other pupils, as well the use of pupils' first languages.

Standard 3.3.5 concerns the support of pupils learning EAL. The scope of this standard highlights the particular language demands of individual subject areas, and the need for trainees to work with classroom assistants or other professionals. Evidence might include trainees' analysis of language demands of particular activities, use of pupils' home languages or the use of suitable questioning and grouping strategies in practice teaching.

Standard 3.3.6 concerns classroom diversity. Trainees must show some awareness of the different 'interests, experiences and achievements' of pupils from different backgrounds, including those learning EAL. Trainees must show that they are able to find out about pupils' different backgrounds and are able to take account of them in their teaching. Evidence might include providing appropriate support materials and selecting materials which promote positive images of pupils from all backgrounds.

The Standards and their exemplification in the Handbook should ensure that all trainee teachers give some consideration to the teaching of pupils learning EAL. As the Standards are generic and must be met by teachers in all subject areas, they reinforce the view that EAL is a cross-curricular concern. The Standards therefore mark a degree of progress in the status of EAL as a teaching concern, though not, perhaps, as a subject specialism. This progress is offset, however, by the omission of any reference to EAL in the standards relating to 'Knowledge and Understanding', despite specific reference to the SEN Code of Practice. This omission is significant in terms of preparing all student teachers to meet EAL learners needs and perhaps particularly so in low diversity areas where trainees are unlikely to benefit from significant experiential learning through *teaching* learners of EAL.

Addressing the standards for pupils learning EAL

Not all trainee teachers will undertake their teaching experience in schools with pupils learning EAL. It will therefore be particularly important that providers address the relevant standards through training activities. The Standards stress the potential use of pupils' experience of languages other than English, although this is discussed in terms of 'taking account of pupils' backgrounds. The onus is on the teacher to find out about the different languages and cultures in their classes and include some suitable modification of materials and curriculum. This is clearly sensible if the model is teacher-centred and the norm is considered monolingual. However, if an alternative model is envisaged in which learning is viewed as meaning-making and pupils are enabled to find their own voice (and it is equally 'normal' to be bilingual), then the monolingual, teacher-centred approach appears as merely adapting the monolingual norm to deal with the 'problem' of bilingual learners. This perspective then exposes practical weaknesses in the 'finding out' approach: on the one hand it is likely to be difficult for teachers to achieve in highly diverse schools; on the other hand, for teachers who do not perceive their classrooms as 'diverse', it may appear that there is no need to consider these particular standards

The Standards also stress the importance of working with specialist colleagues where available, including bilingual assistants and EMA teachers, although the implicit model is one of a subject teacher taking the lead, which by implication relegates specialist EAL teachers to a lower, advisory, status. It is, for example, the subject teacher who selects appropriate materials, having *perhaps* liaised with EAL teachers.

Although some institutions and bodies make excellent provision for equipping all student teachers with the skills and knowledge to support the learning of pupils with EAL, the area has been identified as requiring further development through OFSTED (2004), through research focusing on the views of trainees and tutors and through TTA surveys of Newly Qualified Teachers. The most recent survey (TTA, 2004) found that only 25% of NQTs felt their training was good or very good in relation to preparing them to teach learners for whom English is an additional language.

3 The policy background to provision for pupils for whom English is an additional language

An understanding of the context of provision for pupils learning EAL is essential for ITE providers and student teachers. Provision for pupils learning English as an additional language raises issues not only of language and pedagogy, but also of rights and entitlements, social integration and equality of access to public provision.

In 1966, Section 11 of the Local Government Act made available funds "to help meet the special needs of a significant number of people of commonwealth origin with language or customs which differ from the rest of the community." (Home Office 1990). In general, support for early stage EAL learners took place in specialist and separate Language Centres or through withdrawal from mainstream classes in schools. The findings of a 1986 Commission for Racial Equality report of a formal investigation in Calderdale Local Education Authority led to the closure of separate Language Centres. Specialist language support was subsequently provided in schools and usually in the context of mainstream classrooms.

In 1999, the DfEE Ethnic Minority Achievement Grant (EMAG) replaced Home Office Section 11 funding. This grant is distributed to local authorities on a formula basis relating to the number of EAL learners and the number of pupils from 'underachieving' minority ethnic groups in local authorities, combined with a free school meals indicator. Each LEA is required to devolve the bulk of this funding to schools.

The EMA grant is intended to narrow achievement gaps for those minority ethnic groups who are underachieving and to meet particular needs of pupils for whom English is an additional language. The purpose of the grant is two-fold;

- To enable strategic managers in schools and LEAs to lead whole school change to narrow achievement gaps and ensure equality of outcomes.
- To meet the costs of some of the additional support to meet the specific needs of bilingual learners and under-achieving pupils.

An increasingly wide range of activities to support the varied needs of minority ethnic pupils is now included within the remit. Additionally, the policy focus has moved away from additional teaching support for learners of EAL to a focus on strengthening mainstream provision for such learners at institutional and classroom level.

Within the DfES, a policy unit has been created which focuses on the education of ethnic minorities. Its aims and objectives are to *'raise standards for all young people whatever their ethnic or cultural background and ensuring that all education policies truly address the needs of every pupil in every school'* (<http://www.standards.dfes.gov.uk/ethnicminorities/>)

The transfer of funding responsibility from the Home Office to the DfES has been accompanied by a significant increase in the visibility of EAL issues in terms of educational policy initiatives and publications. After many years of neglect, there has been an increased recognition of the language and curriculum learning needs of ethnic and linguistic minority pupils and an effort to increase the level of teacher awareness and teacher professionalism in this field. In recent years the following publications have included guidance specifically focused on the learning of pupils for whom English is an additional language.

1999	National Curriculum: Statutory Inclusion Statement	DfEE/QCA
2000	A Language in Common: Assessing English as an Additional Language	QCA
2000	Raising the attainment of minority ethnic pupils	TTA
2001	Inspecting Subjects 3-11: Guidance for Inspectors and Schools	OFSTED
2001	Inspecting English as an Additional Language 11-16 with guidance on self evaluation	OFSTED
2002	Supporting Pupils Learning English as an Additional Language	NLS
2002	Grammar for writing: supporting pupils learning EAL	KS3 Strategy
2002	Access and engagement in English, mathematics, science, art, music, R.E., geography, history, physical education, design and technology, ICT : teaching pupils for whom English is an additional language	KS3 Strategy
2003	More Advanced Learners of EAL in secondary schools and colleges	OFSTED
2004	Managing the Ethnic Minority Achievement Grant Good practice in primary schools.	OFSTED
2004	Managing the Ethnic Minority Achievement Grant Good practice in secondary schools.	OFSTED
2004	Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children.	DfES
2004	Aiming High: Supporting effective use of EMAG	DfES
2004	Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools	DfES
2005	Aiming High: Guidance on the assessment of pupils learning English as an additional language	DfES

These publications reflect the current policy position which is that provision for EAL pupils is closely concerned with equal access and equal opportunities for all. This is seen as best achieved through a combination of whole school development and the student oriented adaptation of mainstream pedagogic practice within the classroom. This de facto policy position has been consistent since the mid 1980s and is that:

- Pupils learning EAL, as with all pupils, should have equal access and equal opportunity, with English as the preferred school language for bilingual pupils.
- Minority languages are valued and celebrated as worthwhile. However, academic attainment is only achieved through the medium of English
- The priority to develop English is the underlying assumption about language in the classroom and so minority language development is not addressed systematically
- Mainstream curriculum provision is the universal English-medium curriculum, with no dedicated English as an Additional Language extension for bilingual pupils.
- Statutory assessment for pupils with EAL is the same as assessment for native or mother-tongue English speakers

The emphasis given to meeting the needs of pupils learning EAL in the QTS Standards can be seen to reflect this policy position, and particularly so in the omission of any specific reference to knowledge and understanding. EAL is thus conceptualized as an 'aspect' of general teaching (as in OFSTED framework), rather than a specialist subject area.

4 What trainees can expect to see in schools

Many schools will have additional provision for EAL learners funded through the Ethnic Minority Achievement Grant. In some schools, this grant will finance additional specialist teachers and support staff including EAL/EMA teachers or co-ordinators, Bilingual Teaching Assistants, Higher Level Teaching Assistants as well as other specialist teaching assistants to address the specific needs of pupils with English as an additional language. These staff may be located separately (particularly in the case of schools with a significant percentage of EAL and ethnic minority learners) or within Inclusion or Pupil Support departments. With workforce remodeling, a growing trend appears to be the employment of qualified specialist teachers who 'manage' the learning of EAL learners through a team of bilingual assistants and other support staff. Specialist staffing is largely limited to schools with significant numbers of bilingual or ethnic minority learners. In mainly monolingual areas, specialist teachers and support staff are likely to be employed by the local authority (LA), and undertake short term placements or peripatetic support in schools

The grant is also likely to finance a central LA team with a particular responsibility for EAL and ethnic minority issues. This team may run professional development programmes, manage specific projects and produce policy guidance documents and materials. In areas with relatively few EAL and bilingual learners and few pupils from minority ethnic backgrounds, a large proportion of the grant is likely to be retained centrally to provide for a LA team of EAL/EMA specialists, often providing peripatetic support for schools and particularly for learners who are new to English.

Different models of in-class support for EAL learners have been developed. Some focus on the individual child, others focus on the whole curriculum.

Partnership teaching

The model of 'Partnership Teaching' was developed in response to the drive to meet the needs of pupils learning EAL in mainstream classrooms. Partnership Teaching envisaged that mainstream and language specialist teachers would work together intensively to share and disseminate best practices and 'to develop a curriculum response to the language needs and abilities of all pupils'. (Bourne & McPake, 1991)

In this whole curriculum approach, the class or subject teacher and the specialist EAL teacher plan together to teach the whole class collaboratively, taking account of the language and learning needs in the class, to raise the achievement of bilingual pupils. In class they lead different parts of the lesson or take the lead in different lessons. Both teachers have equal status. Both teachers learn from each other. Both teachers collaborate to develop English for academic purposes and to raise the achievement of bilingual pupils by

- considering the make-up of groups to provide good language and conceptual role models
- ensuring opportunities for discussion in either English or pupils' first languages
- setting up tasks, which involve a discursive, problem solving approach
- providing clear visual support materials and equipment
- designing writing frames and other scaffolding for writing.

Teaching support or support teaching

In this model the curriculum is planned and delivered by the class or subject teacher and the specialist language support teacher or support assistant makes amendments to the presentation of the curriculum

content and the tasks the pupils are required to complete. In this way the specialist supports bilingual pupils' access to the curriculum and contributes to improving their levels of achievement by providing finely tuned teaching support appropriate to pupils' individual needs.

The class or subject teacher and the EAL specialist liaise to agree the support activities and materials needed for each bilingual pupil. These may include:

- teaching support for the target pupil(s) within a whole class or group context to enable bilingual pupils to carry out and understand the learning tasks set and to develop English language skills in that context
- consideration of a range of pupil groupings so that the target pupil is enabled to work with peers who share a first language or with good role models of EAL appropriate to needs identified
- provision of additional teaching and learning materials to support pupils eg visuals, alternative texts, glossaries and differentiated worksheets to address pupils' specific needs.

Within this model, some withdrawal support for English as an additional language may take place. The target pupil or a group of pupils are withdrawn from the classroom to address a particular language and learning focus. Such sessions may include:

- preparation sessions with the pupil before the teaching input, for example before the whole class session in the literacy hour
- sessions following up a whole class or group session to reinforce key language and concepts
- sessions to enable the pupil to complete homework tasks with understanding
- intensive support for older bilingual pupils at a very early stage of learning English

Good practice suggests that both the mainstream teacher and the EAL specialist liaise to agree the focus of withdrawal support, which takes place for a defined period of time. The support is clearly related to the National Curriculum and is reviewed regularly. In some cases withdrawal teaching by specialist staff is complemented by in-class support so that the knowledge and skills acquired in a withdrawal context can be applied in the whole class context. Withdrawal teaching may be used more frequently where support is provided by a visiting specialist, particularly in mainly monolingual areas, although this is not the only model developed.

The models adopted may vary within schools and even within departments. However, EAL specialists are also often involved in:

- the development of whole school policies eg teaching and learning policies which recognise the importance of pupils' first language in learning as well as the development of English for academic purposes
- supporting the school to track the achievement of different minority ethnic groups and agreeing their teaching deployment according to the needs of underachieving groups
- working with one department in the secondary context for a defined period to review the effectiveness of teaching strategies and learning resources of that department, acting as a catalyst for change
- contributing to setting individual learning targets.

5 Key issues to be addressed in the ITE curriculum

An understanding of the needs of pupils learning English as an additional language and the ability to draw on teaching methods and strategies to meet pupil needs are an important and necessary part of every teachers' responsibilities and essential elements in providing for equality of opportunity and the raising of standards for all pupils. Most teachers will teach children learning English as an additional language at some stage in their careers. Some teachers will have access to the advice and support of professionals who have expertise in the teaching of bilingual children, but many will be working in schools where they do not have access to this expertise. Pupils' progress in learning English and their academic and social achievement in schools and society will depend to a great extent on the knowledge, skills and understanding their teachers have of how they can support the process of learning EAL through their teaching.

The opportunities that trainees have to teach pupils learning English as an additional language will vary from course to course and from placement to placement. Nevertheless, all trainees need to understand how to support pupils' language development and access to the curriculum and the particular issues to be addressed when they have pupils who are at different stages in their learning of English in their classes, pupils new to English, pupils who are refugees or asylum seekers, or pupils who have had disrupted education. Providers will need to ensure that trainees understand the diversity of backgrounds pupils learning English as an additional language can come from and the distinctive nature of their needs within an inclusive view of education.

What do trainees need to know and understand?

EAL pedagogy is a set of systematic teaching approaches which have evolved from classroom based practices in conjunction with the development of knowledge through theoretical and research perspectives. These approaches meet the language and learning needs of pupils for whom English is an additional language. They can be used in a wide range of different teaching contexts. So that trainees can meet the standards set out earlier, initial teacher education should provide opportunities for trainees to know and understand:

- a) progression in second/additional language learning;
- b) the kinds of additional information that they will need to find out in order to assess pupils needs accurately and how to use this information in their planning to set appropriate and demanding expectations;
- c) how they can draw on pupils' bicultural and bilingual knowledge and experience, including their home languages in their teaching;
- d) some of the ways in which they can plan for pupils' learning and language development;
- e) some of the teaching approaches, learning activities and resources they can use in their classrooms to support pupils' language development and access to the curriculum;
- f) how they can take account of the variables that apply in different contexts, and capitalise on the potential for working in partnership with specialist colleagues where specialists are available.

A consultation seminar convened by the TTA (Bourne and Flewitt, 2002) identified broadly similar areas for which trainee teachers would need to be prepared to be able to meet the standards and to work effectively with pupils learning English as an additional language. The concluding recommendations of the seminar were that trainees would need to:

- a) Be familiar with models of bilingualism and second language acquisition and current research evidence and how they relate to practice in the classroom;
- b) Be familiar with good practice in inducting new arrivals into school;
- c) Learn to become familiar with their pupils' social, cultural, linguistic, religious and ethnic background and traditions;
- d) learn strategies for supporting the learning and literacy of developing bilinguals through speaking and listening, the use of first languages, visual aids and practical activities to embed teaching in a comprehensible context;
- e) learn to analyse the linguistic demands of a task in their subject area so as to extend and develop the English language skills of learners across the curriculum;
- f) know about the benefits of bilingualism and the importance of first language to personal identity as well as to the development of English;
- g) know that bilingual pupils who have achieved fluency in spoken English may need support in developing written academic English;
- h) be aware of the pitfalls of assessing pupils from diverse backgrounds and be introduced to current models of assessing second language learning;
- i) learn to differentiate between EAL and SEN needs. They need to consider the effects of grouping and the possible discriminatory effect of placing them alongside pupils with learning difficulties.
- j) Know how to gain access to resources and further support when they need it;
- k) Have opportunities, where possible, to work alongside EMAG staff, and learn how to deploy other professionals and volunteers to support children's learning;
- l) Learn to manage the classroom and the grouping of children to maximise learning opportunities
- m) Be familiar with research evidence that shows how monitoring data can be used to raise achievement;
- n) Learn how to build relationships and develop partnerships with families and carers, relevant community organisations and the complementary education sector.

Principles in practice

Essential teacher knowledge and understanding about EAL has most clearly been identified in a 'handbook for all teachers' - *The Distinctiveness of English as an Additional Language: a cross-curricular discipline* (South,1999). This publication is directly concerned with what teachers of pupils with EAL

need to know in order to carry out effective classroom work. It defines the distinctive features of teaching and learning EAL, the knowledge base which informs EAL, the learners and the tasks they face, and outlines EAL pedagogy including the following principles which underpin good classroom practice.

1. Activating prior knowledge in the pupil.

In second/additional language learning, prior knowledge plays a major role in helping to make second language input comprehensible. Enabling pupils to draw on their knowledge and experience will help to give significance to their learning.

2. Recognising and using first language knowledge.

Research has shown that strong development in the first language assists second language learning. There are a number of additional reasons why maintaining the development of the first language is beneficial for bilingual pupils. Bilingual teachers and classroom assistants will be able to support cognitive and language development, and monolingual teachers can also recognise and make use of pupils' first language knowledge.

3. The provision of a rich contextual background to make the input comprehensible.

Pupils learning EAL require opportunities to draw on additional contextual support to make sense of new information and language. Content learning for pupils with EAL can be greatly improved through the use of visual support.

4. Actively encouraging comprehensible output.

Encouraging pupils learning EAL to produce spoken and written language from an early stage of the lesson(s) onwards is important for both cognitive and linguistic development. The active production of the target language provides opportunities for learners to be more conscious of their language use, and to process language at a deeper level. It also brings home to both learner and teacher those aspects of language learning which will require additional attention.

5. Drawing the learner's attention to the relationship between the language form and its function; key grammatical elements are pointed out and made explicit.

Whatever language is needed to talk about the content, it should be used in ways that allow learners to take note of the language itself. This means that although the content is usually the focus of the instruction, attention should be drawn to language as well. This can mean explicit comment on forms, structures and functions of the language that is used to convey the content, as well as in more indirect ways of calling attention to language.

6. Developing learner independence.

Learners need to become increasingly independent in their use of a range of strategies. The teacher has a key role in encouraging pupil independence through the instruction → assessment → feed-back cycle.

6 Supporting trainees to meet the needs of pupils for whom English is an additional language in the ITE programme

The illustrations and case studies used in the following section, are taken from recent research, classroom practice and inspection evidence. They are offered as examples to help trainees begin to address issues of effective provision for pupils learning English as an additional language.

Recognising the distinctiveness of the EAL learner's task

EAL learners are not a homogeneous group. However, it is helpful for student teachers to conceptualise the overall, 'macro' task for pupils learning EAL. This will help to develop their understanding of what is distinctive about EAL within education.

It is very important that policy, planning and teaching decisions at all levels always take account of the task for the learner. Yet it is easy to lose sight of the learner's perspective. There are two main reasons for this.

- Once pupils learning EAL have acquired a very basic communicative competence, it is easy to assume that their understanding of English and engagement in learning is much greater than it actually is.
- Pupils with EAL are learning in mainstream classrooms where the needs of all pupils have to be met. It is not always possible for teachers to take account of the distinctive learning situation of pupils learning EAL. If EAL were a separate subject (like a modern foreign language) the *raison d'être* for the class would clearly be learning a language; this is less clear for pupils with EAL in the mainstream context. Neither the adults attending a language class in an F.E. institution nor their teachers are likely to forget either the purpose or the difficulty of their task. Yet in the context of the mainstream classroom, it is easy to lose sight of the EAL learner's task.

How can the EAL learner's task be conceptualised? It will vary from individual to individual, depending on such factors as age, educational and cultural background, and socio-economic status. However, by taking an example it is possible to highlight common factors and enable variables to be more clearly identified.

There are many children starting their formal education in the nursery or reception class who come from settled communities and who are at the earliest stage of learning English. Let us assume that such a child is called Sabeela. What is the task that faces her?

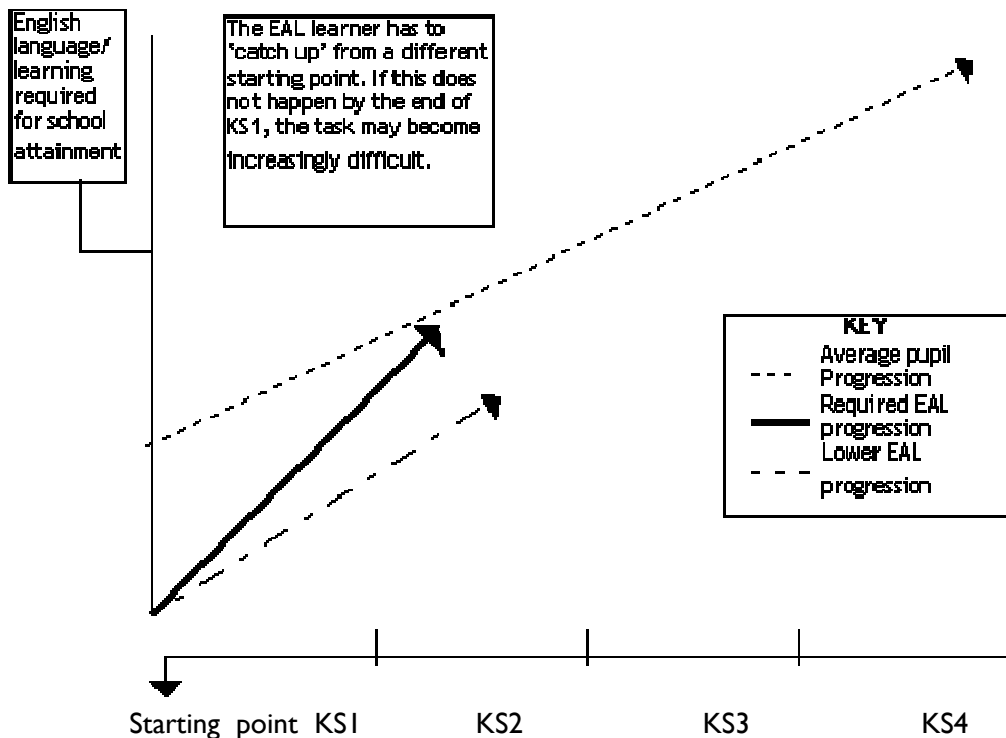
We all know the incredible progress nearly all children have made in learning their mother tongue by the time they are five years old. It is a level of language development that is assumed to be in place for educators to build on. It has taken place for Sabeela too, but for her it is in a language which is not used in school. So, as the diagram below shows, her starting point is different.

Sabeela's primary task is to learn English. At the same time she will need to:

- engage in learning through the curriculum;
- go through the daunting process of learning to socialise with children in the language she has yet to learn;

- learn the social practices of the classroom and the school which are culturally embedded. These are likely to be far less consistent with her home background than for the majority of children.

STARTING SCHOOL - THE EAL LEARNER'S TASK



We know how important the early years are for children's cognitive development. Much of the significant growth in the acquisition of new concepts takes place through children's knowledge of language. However, the linguistic basis of much of this new learning is not accessible to Sabeela. At the same time, the use of her first language is likely to be increasingly unavailable to her in the school setting so that the language which has so far been a central aspect of her development in the home will have little significance for her as a learning tool in school. In terms of the educational setting, she may be effectively cut off from the cultural and cognitive content already established through her mother tongue and which has shaped her identity. Her school experience will radically alter this identity.

So, Sabeela's immediate task is to be able to learn when the most significant means for learning, her mother tongue, is in large part inaccessible to her. More than this, her task is to 'catch up' with the other children quickly. If she manages to approximate to this by the end of Key Stage 1, she may do well in the education system, although it is important to remember that her development in English will not be complete at this stage and will require continuing support. But if she fails to make sufficient progress by this time, her task is likely to become more difficult because the demands of the curriculum depend increasingly on literacy skills in English, and on the knowledge which the children have acquired in school. And 'catching up' is basically her problem. No-one waits. The curriculum moves on. Sabeela is faced with a moving target.

This example has highlighted the task facing the EAL learner:

- to progress from a radically different starting point from other children;

- to learn a new language
- to learn the curriculum in a new language;
- to acquire the appropriate social skills;
- to accommodate the new language, values, culture and expectations alongside the existing ones she has learned at home.

This has to be achieved in a relatively short time, and attainment will be measured against a constantly moving goal or target. Relative to the learning task that faces the majority of children, this is clearly a 'distinctive' task.

Similar diagrams could represent the task for pupils at different ages. For older pupils who enter the education system with different home and educational experiences, the task will vary. The school curriculum increasingly requires an understanding of abstract concepts, relying heavily on previous knowledge, literacy skills and an ability to work independently. Learning will tend to have less contextual and interactive support than for a child of Sabeela's age. But whatever the age of the pupil's entry into school, the distinctive nature of the EAL learner's task is to 'catch up' with a moving target by engaging in learning an additional language simultaneously with learning the curriculum content, skills and concepts. In addition, while rates of progress will depend on a range of variables, the learning and social context within the school will play a part in making the task easier or harder.

Mapping the 'macro task' from the EAL learners' perspective, taking account of their starting points, will help teachers to understand the learner's situation and to plan teaching strategies which are appropriate for EAL learners.

The Distinctiveness of English as an Additional Language: a cross curricular discipline NALDIC 1999

Drawing on pupils' experience

Children who are learning English as an additional language in schools are not a homogeneous group. They come from a diverse range of social, economic, cultural and religious backgrounds and with a range of experiences of schooling. Young children's pre-school experiences will vary as will their use of English and knowledge of culturally specific frameworks for learning. Their mental model of the world (schema) which enables them to make sense of what happens around them may be different from that of most monolingual pupils and teachers will need to be sensitive to this and to guard against making assumptions based on their own cultural frameworks. Teachers will need to try to help pupils to make connections between their previous knowledge and understanding and the understandings and expectations of the school. This will also apply to pupils who join schools in the UK with experience of different educational systems and different expectations about learning. Teachers' sensitivity to these issues should be seen as an aspect of maintaining high expectations and providing an inclusive educational experience for all pupils. Teachers may therefore, need to scaffold pupils' learning of the school environment as well as of a new language. This can be done most effectively when teachers value and build on children's prior learning and learning experiences and when they aim to activate this prior learning as part of their teaching. Teachers who are able to work with bilingual staff should seek advice and information to develop their understanding of pupils' backgrounds.

In particular trainees will need to understand how to:

- find out about pupils' previous educational experiences;
- find out about pupils' cultural, social and religious backgrounds;

- identify ways of valuing and building on pupils' previous experiences in their teaching;
- challenge their own assumptions and maintain high expectations for all pupils.

As noted earlier, there are problems associated with a 'finding out' approach in that it may be difficult for teachers to achieve in highly diverse schools and may not be seen as relevant by teachers who do not perceive their classrooms as 'diverse'. However, teaching and learning need to be informed by a knowledge and understanding of children's backgrounds and experiences and opportunities for teachers and learners to engage together in collaborative learning and discovery. The curriculum must acknowledge and reflect the diversity of learner experiences if it is to prepare all children for life in a global community.

"In one school, children researched the different games that had been played at school by grandparents and parents from a range of ethnic backgrounds, and their research often took them into the streets around the school." (page 73)

"Teachers drew on children's own experiences and their expert first hand knowledge. Following a reading from the first chapter of Ian Serrailler's "Silver Sword", the class were discussing an item seen on the afternoon children's news programme. The teacher asked the children whether it was right that children should learn about such things as wars. One boy, whose family comes from Algeria, answered, "We should know in case it happens again." His teacher asked him, "Are you following the war in Algeria on the news?" and when he answered that he and his family had been, asked: "Were you aware of the war when you were there?" The boy explained that there had been a curfew, and that he knew the men who had gone out and been arrested. The children went on to make links between his experience and incidents in the "Silver Sword"." (page 230)

"The English department had attempted to integrate systematically the cultures and religions of the South Asian students into the mainstream curriculum. Students studied examples of Black writers writing in English. English literature acquired relevance for the students, as students' cultures were drawn on to illustrate English literature texts. Teachers had taken trouble to make connections with the knowledge that students already had. For example, the head of English explained that in teaching Macbeth, they had made links with certain traditions in Islam." (page 76)

Making the Difference: Teaching and Learning Strategies in Successful Multi-ethnic schools, DfEE 1999

Recognising and using first languages

Children who are learning English as an additional language in schools come from a wide diversity of language backgrounds. Some will be fluent speakers, readers and writers of other languages, others, while being fluent speakers of another language or languages, may have limited literacy skills in those other languages. Other children may only have a passive knowledge of other languages or use their knowledge only for specific purposes or for communicating with certain family members such as grandparents. Languages and language cultures are continuously evolving and children in schools in the UK are developing their use of languages for different purposes and drawing on the repertoires of their peers to formulate new and varied ways of using language to communicate and express themselves. Teachers need to be aware of this diversity, sensitive to the evolving nature of language and the use of different languages by different children for different purposes. Language is a fundamental part of an individual's identity and an important part of an individual's cultural heritage. Language is also closely connected to thought and learning and teachers need to acknowledge and value the linguistic heritage of

pupils and create opportunities for pupils to use their languages and their knowledge about language to support their learning in schools.

In particular trainees will need to understand how to:

- find out about pupils' language backgrounds and what languages they speak, read and write and for what purposes;
- find out about the differences and similarities between other languages and scripts and English;
- identify ways of valuing and using pupils' languages and language experiences in their teaching;
- find out about and use dual language resources in their teaching.

Pupils' voices

'We can use our home languages when we want. It's good that we can learn Urdu as well as Spanish and German.'

'It's good in some subjects; for example in food work we can use our own home knowledge and RE looks at different religions. Citizenship encourages us to talk about cultural differences. But History is too British-centric.'

'It's good to study things about your home culture in lessons. It helps you not to forget your origins. It's also good to know about English culture.'

'Assemblies reflect different cultures and there are greetings signs in different languages about the school. Sometimes teachers try to speak in different languages and lots of teachers are from different cultures too.'

'When you use your home language, you feel proud.'

Managing the Ethnic Minority Achievement Grant; Good Practice in secondary schools OFSTED 2004

"One clear finding of our study of these successful schools was the number which had recognised the value of the use of bilingual children's home languages in extending learning across the curriculum, and had provided support for these languages in school,"

"The school made good use of assemblies where children read out work aloud, sometimes using their reading skills in the community language (developed in after school classes) to read out a report on some activity in school in the well attended Friday parents' assembly. Children were also encouraged to use their reading skills in the community language to read dual language books and books in Bengali, and to share these with the bilingual instructor."

"The most successful departments took time to find ways of assisting the language development of their students. This was especially seen in the mathematics and English department, the latter especially building on pupils' bilingual experience and skills.

Making the Difference: Teaching and Learning Strategies in Successful Multi-ethnic schools, DfEE 1999

Teaching Vignette

Science: Acids and Alkalis Materials and their properties; Acids and bases

Focus pupils and school:

A large multi-ethnic comprehensive.

Context

A Year 8 teacher used simulations on the BGFL Secondary Area- Birmingham Grid for Learning to support two recently arrived Somali pupils who were new to English. This site has information plus resources and activities on all NC subjects in all key stages. Each subject has activities for teachers and students with whiteboard versions available for many activities. Many of the activities are translated into Arabic, Bengali, Chinese, English, Somali and Urdu.

The Lesson

Using the interactive whiteboard version of the litmus test simulation activity from Birmingham Grid for Learning www.bgfl.org the teacher showed the litmus test experiment. Paired pupils discussed each substance in turn and made their predictions as to acid or alkali. The two new pupils used a laptop to follow the activity in Somali, discussing their own predictions in Somali.

Later, the pupils worked in small groups on the 'Universal Indicator' activity on laptops. Each pupil in the group had a table to record the results, showing substance, indicator colour, PH value and Acid/Alkali/Neutral. Each pupil had to 'write this up'. The teacher gave the two newly arrived pupils a model statement - 'Oven cleaner has a PH value of 14. It is an alkali'. They used this statement to produce similar sentences of their own about the other nine substances they had virtually tested.

At homework club, the pupils were able to visit the Somali version of the activity. One of the pupils who had not studied Science previously returned to the activity on a number of occasions to check her understanding and 'get it right'.

Strategies for teaching and learning EAL and how ICT supported these.

- activating prior knowledge: predicting outcomes in pairs after watching a virtual experiment
- rich contextual background for comprehensible input: use of simulation, use of LI
- comprehensible output: key visual - table and using model statements as a scaffold to writing
- relationship between form and function:
- learner independence – pupils able to return to the simulation through the homework club

NALDIC Vignette <http://www.naldic.org.uk/docs/resources/ICT3.cfm>

Supporting understanding

Children who are learning English as an additional language in schools will require additional visual and auditory support in order to access the curriculum, develop their language skills and understanding and successfully accomplish learning tasks. This will remain important for pupils even when they are past the beginning stages of learning English. Additional visual and auditory materials can enable children to make links with their previous knowledge and experiences as well as assisting them in conceptualising the learning tasks that are being presented to them or in which they are engaged. Good quality resources

can be used to make explicit to children how previous learning relates to new learning and what the expected learning outcomes are. They can also be used to make explicit to pupils how language and content learning are related. The appropriate use of visual material and graphics can lower the linguistic demands of the content and allow pupils to engage meaningfully in the learning tasks. To be effective however, the visuals must form an integral part of the teaching and learning. There is a distinct difference between visual aids which provide visual support for example a picture of a frog and 'key visuals', a term borrowed from the work of Bernard Mohan, such as a diagram of a life cycle which shows the various stages of development of the frog. Key visuals are linked to tasks which support the development of conceptual and language knowledge. They provide a summary of information but they also show a structure for the information. This support can include audio and video material, pictures, illustrations, diagrams, charts, tables, venn diagrams, branching diagrams, flow charts, pie charts, graphs, time-lines, maps, computer graphics, web pages, interactive software and realia as well as printed material. Collaborative group activities based on texts or tasks, problem solving procedures, observations, practical activities, experiments and outside visits can all serve to ensure that information is comprehensible and that tasks are meaningful and support language development.

In particular trainees will need to understand how to:

- identify and select appropriate visual and auditory resources to support pupils' access to the curriculum and build on pupils' previous experiences;
- select or prepare appropriate resources to support pupils' language development within their curriculum areas;
- use resources within their teaching to meet specific learning objectives for pupils learning English as an additional language.

In Science work on floating and sinking teachers prepared the following table to support both language and conceptual development. A table such as this:

	floats	sinks
nail		
cork		
pencil		

- could be used as a prediction activity with a focus on the future tense, will float, is going to float;
- -an observation activity with a focus on the present tense, sinks, is sinking;
- -or as a recording activity with a focus on the past tense, sank, floated.

Activities related to tables such as this can be used to generate quite simple sentences such as; 'a nail sinks', or more complex ones such as; 'Some objects sink whereas others float. A nail is an example of an object that sinks, while a cork is an example of an object that floats.'

Teachers need to decide what the learning objectives are and the kind of language that they want pupils to focus on.

Cooke, S. *Collaborative Learning Activities in the Classroom, 1998*

Reception class – literacy lesson

Open plan setting with two teachers, two bilingual assistants and two bilingual nursery nurses. 28 pupils all with EAL. Ten have no nursery experience. The class, split into five groups, is working on the story of *The Very Hungry Caterpillar*.

Group 1: Teacher reads Big Book of the story while the pupils, in a circle, hold a giant caterpillar and a bowl of plastic foods. Enthusiastic matching of the objects as the story unfolds. The teacher uses the props to ask lots of questions: Is he shorter than the one in the book? She also holds their attention by acting out parts of the story. She reinforces sounds, phonics, counting, rhyming words. The pupils participate eagerly.

Group 2: Bilingual assistant reads the same story in Punjabi, developing pupils' ability to predict, use context, describe the setting and explain how the caterpillar might be feeling. They use Punjabi and English in their reading and discussion of the story. The children ask what a cherry pie is and what a sausage tastes like.

The bilingual assistant gives interesting explanations comparing these foods with close equivalents in Indian food. The story reading is followed by a shopping game using real fruits. Pupils in pairs enjoy buying food in the market, using a mixture of English and Hindi/Punjabi.

Group 3: A Somali bilingual assistant works with two children who have only been in the school for three weeks. She tells them the story in Somali, using the pictures to hold their attention. As they have very little experience of a formal learning environment, they find it hard to concentrate and one keeps wandering off. The bilingual assistant handles this well by switching to a prediction game using props (caterpillar soft toy, fruit). Using the props she is able to engage the boys in a conversation in Somali about the story line. The boys feed the caterpillar with the plastic food in the same sequence as the story, becoming progressively more animated and involved as they count the strawberries and other fruit.

Group 4: The nursery nurse works with a group at the cooking table. She speaks in English but repeats some of the sentences in Punjabi for two boys who speak very little English. They respond in Punjabi and English: 'I make atta (dough) and then I make it patla (thin) with the velna (rolling pin).' Through her conversation with the group, she develops their understanding of properties of materials, provides opportunities to practise counting and develop fine motor skills. The pupils are engrossed in the activity, co-operate well and benefit from this well-structured opportunity for speaking and listening.

Group 5: Class teacher works with a group of early learners of English, emphasising speaking and listening. She uses number board, number line, counters, beads, picture cards for counting and matching, comparing numbers with pictures and developing one-to-one correspondence. The children are very involved and join in the counting rhymes and clapping game.

Overall, this is a well-organised and language-rich environment in which the roles of all the adults are clearly defined. The work has been carefully planned to meet the diverse needs of this class. In addition to the groups, a number of children work on different activities independently and apply themselves fully without much adult direction. There is a good range of interesting activities, and a good balance is maintained between teacher and self-directed learning. The strong focus on planned interaction, stimulating discussion and 'doing' is excellent.

The good use of mother tongue also makes a significant contribution to extending pupils' participation and learning.

Managing the Ethnic Minority Achievement Grant; Good Practice in primary schools OFSTED 2004

“In one school, a focus on the performance of bilingual pupils at GCSE has led to a review of teaching styles which involved the pupils. A small sample of bilingual pupils, all of Pakistani origin, and a control group completed a questionnaire on their preferred subjects and the reasons why they found some lessons more enjoyable and easier to follow. A key issue that emerged was that all pupils, but especially those for whom English is an additional language, need to have a clear idea of the subject matter they were about to study and the teacher’s expectations and intentions for the lesson. Observations of lessons were then undertaken in two subjects which were perceived to be well taught. Where the following features were present, bilingual pupils performed better: the structure and objectives of the lesson were made clear at the outset, attention was given to the main vocabulary and language structures needed for the task or assignment, deadlines were indicated, but some independence about how the task might be completed was allowed. Unstructured discussion, however lively and engaging for pupils proficient in English, can be very difficult for EAL learners to follow without support.”

Raising the Attainment of minority ethnic pupils, Ofsted 1999.

In work carried out as part of the Literacy Hour where the chosen text was about the rain forest, and geography work focusing on the similarities and differences between different locations teachers developed materials to ensure that speaking and listening skills, as well as literacy skills, could be developed for all the children including the bilingual pupils. The materials included:

- key vocabulary labels;
- scaffolded writing tasks;
- a set of photographs/visuals of the rain forest and other localities to be used with a matrix;
- a lotto matching game.

The matrix was used to generate "wh" questions with the pupils having to decide which visual related to which geographical features and to which locality. The matrix was then used to support the pupils writing.

NALDIC Literacy Paper. Provision in Literacy Hours for Pupils Learning English as an Additional Language. NALDIC 1998

Planning and teaching to integrate content and language learning: paying attention to language learning needs.

Trainees planning lessons which take account of pupils learning EAL will need to consider how they can support understanding of teacher ‘input’ in whole class teaching situations, the make-up of groups and peer support, opportunities for teacher-pupil interaction which model and extend language, and how learners can engage in appropriate activities. Drawing on pupil experience, adapting materials and using additional resources will also need consideration. Planning will need to be informed by:

- an awareness of the principles set out previously;

- assessment of each pupil's stage of English language development, as well as their knowledge and ability within the relevant curriculum area;
- attention to the relationship between curriculum content and English language requirements to enable pupils learning EAL to understand and respond appropriately.

Some teachers have found that the planning framework suggested by Pauline Gibbons in her book, *Learning to learn in a Second Language*, helps to ensure the integration of curriculum content with the language learning needs of pupils with EAL. The planning framework has five columns. The first two (topic and activities) relate to the content to be taught. The next three (language functions, language structures and vocabulary) focus on the language which is relevant to the levels of the children, and which relates to the particular topic. In this example the class teacher and language support teacher worked together on a science topic with a Year 1/2 vertically grouped class. Planning paid attention to:

- identifying the key concept to be taught;
- identifying the groupings (ability, gender, first languages etc.);
- the demands of the task for each group;
- differentiated materials/appropriate resources;
- specific language demands and language opportunities of the task using the planning framework.

TOPIC	ACTIVITIES	LANGUAGE FUNCTIONS	LANGUAGE STRUCTURES	VOCABULARY
Light and dark	Looking at objects through coloured cellophane to see if colour changes	describing comparing reporting	What colour is the basket? It is..... What colour does it become? It becomes..... I looked at the scissors..... I looked through the cellophane..... They look green. Use of prepositions: next to, on top, through, under	cellophane red blue green black yellow orange scissors ruler pot paper basket
↑ The topic	↑ includes these activities	↑ which require these language functions	↑ which will be modelled using this language	

The teachers found that:

- the framework's focus on integrating language and content in a structured way helped assessment and evaluation for further planning;
- it promoted strategies to support English language development, for example through providing good models of language use (both teachers and peers) and opportunities to practice new language;
- it made them more aware of language learning opportunities in the curriculum;
- language resources and materials were developed which focused on expanding, or consolidating, the language covered using the planning framework.

(Adapted from NALDIC News No. 13)

Pupils learning EAL will need 'input' (e.g. instructions, explanations, information) which is comprehensible and opportunities to practise language ('output'). Providing additional contextual support will assist understanding, as will making the purpose and sequence of activities explicit to the learners. The following example illustrates these points. It describes group work within a Year 3 class. The group has two bilingual children who have progressed beyond the early stages in their learning of English but who need support for understanding. The class is working in science on 'the body', and the children have been taught about the 'skeleton'. Group work is to be focused on naming bones, types of joints, and functions of the skeleton. The work is summarised by the teacher as follows.

Resources: A variety of well-illustrated, labelled, easy-text books about 'The body'. The children's own bodies. Some prepared question cards, playing card size.

The sequence:

I told the children the sequence of what we would be doing. 'Firstly there would be a listening section where I would ask them questions to find out what they knew. Then I would teach them things about the skeleton that they didn't know. This section of the lesson would be the listening time when they listened, answered questions and were taught. Then it would be time for them to ask each other questions, using questions cards. Finally they could have cards to write their own questions for each other, using the books to help them with the questions and answers.' This was presented explicitly to the children.

I then asked the children individually the names of various simple bones and joints pointing to each one on their body and on an illustration of a skeleton, and realised that the teaching would have to clarify some bone names, (Q mixed up 'wrist' and 'ribs'), the various types of joints and the functions of the skeleton. The teaching again used the children's bodies for examples of types of joint and skeletal functions.

e.g. 'Show me your elbows, bend your arms, that is the joint where the two bones join at the elbow. That is a hinge joint.'

The language was repeated with other hinge joints. I used the opening and shutting of the classroom door to reinforce the 'hinge' aspect. A similar language sequence was used for the teaching of the names of the other joints

To teach the functions of the skeleton I again used the children's bodies as the starting point.

e.g. 'Find your heart? Can you touch your heart? What's in the way? Why?'

'Breathe in and out deeply? Where's the air going? Can you touch your lungs? Why not?'

I showed the children the question cards and said they were going to play a game. The questions had repetitive language so the reading part was not a challenge. (e.g. 'Find your knee., Find a ball and socket joint'.) I paired the children off and dealt the cards as in a card game. The children took turns to ask each other questions. They then swapped cards and carried on until finished.

Finally I gave them some blank cards and asked them to formulate questions for the other pair who could then answer them, using the books to help them look up the answers. This proved challenging. One pair decided to use the books to help them formulate the questions; the other pair also then started to use the books. The use of books meant that search skills were being used - looking at the index, skimming, scanning. When they had three or four finished cards they then questioned each other. They used the books to help them find the answers.

Additional points that can be drawn from this lesson

- teaching objectives are made explicit to the pupils
- planning and delivery of focussed language work is cognitively demanding
- language teaching is planned in relation to principles of knowledge acquisition (e.g. classification), language functions, grammar/structures, and vocabulary

- language is modelled
- opportunities for practise are provided
- the teacher makes use of the pupils' prior knowledge
- by encouraging the pupils to formulate their own questions, the teacher supports them in becoming independent learners

7 Integrating EAL issues into the ITE Programme

There will be a number of effective models for delivering the knowledge, skills and understanding which trainees require to meet the needs of pupils for whom English is an additional language. The principles which should inform these will include inductive and deductive approaches to broad principles and knowledge; sustained engagement and practice; mentoring and observation; trial and error; a developmental and staged approach. ITT contexts in which trainees can practice on school placement what they learn in training sessions and can reflect in those sessions on what was observed in the classroom provide an optimal learning situation. One of the challenges for ITT providers is to enable trainees to meet the standards in contexts in which they will encounter little linguistic diversity.

NALDIC's recent work with ITE providers has suggested that contrary to established principles in early professional development,, many providers address EAL and diversity issues in one-off sessions by a guest speaker who has no longer term impact or involvement in the programme. It also suggests that EAL is a low priority for a surprising number of providers and that many ITE professionals feel they need additional guidance and support in this area. Those working in school based provision and providers in mainly monolingual areas find EAL a particular challenge. However, providers in both low and high diversity contexts find ways of meeting this challenge where there is a commitment to EAL issues.

The majority of P.G.C.E and B.A.(QTS) programmes include dedicated sessions that are generally located in Professional Studies or English courses. Some providers offer short courses or modules as an EAL subject specialism although these are rarer in low linguistic diversity contexts. The following models illustrate some typical ways that EAL issue are raised within ITE programmes

Centre based one year PGCE Primary Programme

Structure and content	Two dedicated sessions in Professional Studies: first session provides a context for linguistic diversity in east London; later session focuses on theory and practice of bilingualism and the teaching of English as an additional language. Two dedicated sessions in Professional Studies on racism awareness, the legal framework and personal development. Part of session on using data to identify achievement patterns and plan appropriate initiatives. Two dedicated sessions in the English programme: the first session on linguistic diversity and awareness of languages; a later session on working with bilingual learners.
Embedding in sessions	Using dual language books in literature and story telling sessions Using Hester's Stages of English and noting the use of languages other than English as a category in the assessment profile used by trainees in school. Making reference to bilingual learners in all sessions.
School experience	At least one of the trainees' two placements is in a multilingual school.
Directed tasks and Assignments:	The EAL task file contains observations, interviews and activities to be carried out in an environment where there are bilingual children. The file includes an extensive reading list, pro-formas to support planning for early and advanced learners of English, a copy of Hilary Hester's Stages of English and a summary of key theoretical issues and how they relate to classroom practice. One assignment includes developing a lesson plan and evaluation including pupil's comments. The rationale and an evaluation is approximately 1000 words and links to trainees reading on the topic of linguistic diversity
Commentary	<i>Need for specialist tutor knowledge and staff development. Relies on placement in a multilingual school</i>

Centre based one year PGCE Secondary Programme

Structure and content	<p>The Teacher development Course includes dedicated sessions on:</p> <ul style="list-style-type: none"> • How children learn • English as an additional language • Anti-racism and Citizenship <p>The Subject course includes dedicated sessions on:</p> <ul style="list-style-type: none"> • Introduction to language in the context of the subject • Subject lesson taught by bilingual trainees in their first language • Subject session with a local authority EAL consultant focusing on language issues in relation to curriculum area
Embedding in sessions	<p>EAL issues feature:</p> <ul style="list-style-type: none"> • in trainees' discussions and reflections on their own experiences as readers, speakers and writers in a wide variety of taught sessions • in ensuring consideration of EAL is an integral element of all planning and teaching • in independent study and the use of recommended reading to meet subject knowledge targets. Trainees use Blackboard (VLE) to reflect on case study material
School experience	<p>Placements are in a wide variety of schools in contrasting contexts. Some student teachers may gain very limited experience of working directly with EAL learners whereas others may gain extensive experience. Experience of teaching pupils with EAL is shared through peer discussion using Blackboard. School based observation with EAL focus.</p>
Directed tasks and Assignments:	<p>Directed tasks carried out in school placements.</p>
Commentary	<p><i>Mentors undergo training in EAL issues. Specialist tutor leads professional development of subject tutors. Links made with local EAL specialists through taught sessions and on school placements if appropriate</i></p>

Centre based three year BA QTS Primary Programme

Structure and content	<p>There is a full day induction focusing on Equal Opportunities and an introduction to working in linguistically and culturally diverse classrooms.</p> <p>Year 1 specialism - Language and Identity</p> <p>Year 3 specialist option - English as an Additional Language , a ten week programme which covers the following issues:</p> <ul style="list-style-type: none"> • Bilingual learners; their background, languages and learning needs; • First and second language acquisition, bilingualism; • Learning in a second language; talk; • Early stage learners - reading; • Developing fluency in reading across the curriculum, language demands; • Early stage learners - writing • Writing; developing fluency in a range of genres; • Assessment; • A culturally diverse curriculum; • Working with other adults and with parents and the wider community.
Embedding in sessions	<p>Year 1 English core: Engagement with Text, including a lecture and workshop on supporting bilingual learners and language awareness.</p> <p>Year 2 English core: Cross curricular "themed week" on inclusion and differentiation.</p> <p>Year 3 English core: English across the curriculum, including the language demands of tasks.</p>
School experience	<p>At least one of the trainees' two placements is in a multilingual school.</p>
Directed tasks and Assignments:	<p>The specialist option is assessed through a 3,000 word assignment: to plan a session and prepare resources to support a bilingual learner in a chosen subject area. Indicate what the learner's needs are and in what way plans and materials are intended to meet these. Show how a theoretical understanding of teaching EAL has informed the organisation, planning and resources.</p>
Commentary	<p><i>Need for specialist tutor knowledge and staff development. Relies on placement in a multilingual school</i></p>

School based PGCE Programme

Structure and content	The taught course is intended to ensure that all trainees receive an understanding of teaching pupils with EAL and includes sessions across all three terms. Includes significant input developed through partnership with London based SCITT. The taught course includes sessions on <ul style="list-style-type: none"> • Bilingualism and developing English as an additional language • Conducting an EAL audit • Assessing the stage of language acquisition of learners of EAL • Amending planning to take account of the needs of EAL learners These sessions are supported by an EAL specialist from the regional EMA service
School experience	Very few of the trainees have opportunities to work directly with pupils learning EAL as this area is one of low linguistic diversity. All trainees visit a multilingual school through partnership with London based SCITT. A video conference with trainees in the London based SCITT is held termly. The initial video conference is used to prepare trainees for their visit to the multilingual school. During the school visit, students conduct an EAL audit. Later video conferences provide opportunities for learning discussions and reflections.
Directed tasks and Assignments:	Trainees amend planning for a recent lesson to take account/support an early stage bilingual learner. Trainees use the Pauline Gibbons planning framework to review and note activities, language functions, language structures and vocabulary.
Commentary	<i>Need for specialist tutor knowledge. Builds on partnership with SCITT in multilingual area and local EAL specialist teachers.</i>

These models of course structure are drawn from a variety of contexts and demonstrate how the effective teaching of bilingual children can run as an integrated strand through an ITE programme. Student teachers will benefit from a programme that is integrated but also identifies specific knowledge about the learning of an additional or second language, bilingualism, and the very different backgrounds and experiences that bilingual learners bring to the classroom. Any programme will need to incorporate principles and strategies that support student teachers to meet the needs of EAL learners across the full curriculum in the inclusive classroom. These models indicate how dedicated sessions, integrated input, tasks and teaching practice are combined to support trainees' development in this area.

ITE providers will need not only to devise appropriate models but will also need to consider the contribution of various partners in delivering elements of the programme, for example mentors and professional tutors. They will need to consider how to provide development for all professionals involved in programme delivery as well as the contribution of specialist tutors and external contributors.

Training providers may find the following grid useful in both assessing the range of learning opportunities they currently offer to trainees and negotiating contributions and embedding issues across courses.

Learning opportunities grid

Learning opportunities	Examples of range of tools or activities	Resources
Workshops or Taught Sessions	Sessions or workshops on <ul style="list-style-type: none"> • progression in second/additional language learning; • drawing on pupils' bicultural and bilingual knowledge and experience • assessing pupils needs • planning for pupils' learning and language development; • supporting pupils' language development and access to the curriculum in subject specific contexts 	Professional tutor Subject tutor Mentor Visiting EAL specialist
Supported practice	Working alongside/team teaching with experienced EAL teacher or specialist assistant Lesson planning with experienced EAL teacher or specialist assistant Mentoring by EAL specialist	Mentor with EAL/EMA specialist
Observation	Observing (real or virtual) <ul style="list-style-type: none"> • experienced mainstream teacher in diverse setting • experienced EAL specialist • experience of an EAL learner in school • contributions of EAL learners in a lesson • 	Professional tutor Mentor EAL/EMA specialist
Feedback on practice	Specific focus on practice in relation to learners of EAL	Professional tutor or mentor
Reflection or learning discussions	Using case study or video material to develop an understanding of practice, for example NALDIC vignettes, pupil portraits or Naldic Quarterly articles Peer discussion through virtual learning environment	Professional tutor Mentor Peers
Research and enquiry	Directed tasks relating to linguistic diversity, policy and practice in relation to a school or local authority Research into resources available nationally Research into evidence relating to language, ethnicity and achievement at a school, local authority or national level	Professional tutor Mentor
Supporting practice through developing documentation	Adapting planning to take account of the language demands of the subject and tasks Assessing pupils' levels of English language development through real or video/case study materials using local language scales and EAL assessment systems	Professional tutor Mentor EAL/EMA specialist

Adapted from Draft Workshop Materials:Paper 1 | Developing ITT in EAL TTA 2005

8 Additional information, guidance and resources

References and further reading

- Barwell, R (2001) *Learning from listening: talk in a multilingual mathematics classroom* (2001) NALDIC
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- Bourne, J. and McPake, J. (1991) *Partnership Teaching: Co-operative teaching strategies for English language support in multilingual classrooms*. London: HMSO/DES
- Blair M and Bourne, J. (1999) *Making the Difference: Teaching and Learning Strategies in Successful Multi-ethnic Schools*, DfEE,
- Cameron, Lynne (2003). *Writing in English as an additional language at Key Stage 4 and post-16*. London: OfSTED
- Cooke, S. (1998). *Collaborative Learning Activities in the Classroom: designing inclusive*
- Creese, A. (2001) *Subject teachers' and EAL teachers' discursive classroom practices :teachers' relationships and talk* Watford, NALDIC
- DfES/QCA (1999), *National Curriculum, QCA*
- DfES (2004.) *Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children*. DfES, (Ref. DfES/0287/2004)
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- DfES (2005) *Aiming High: Guidance on the assessment of pupils learning English as an additional language*, DfES,
- Edwards J (1997) *The Language Education of Newly Qualified Teachers* NALDIC
- Edwards, V, (2003) *Bilingual education past and present*. NALDIC
- Gibbons, P. 1991. *Learning to Learn in a Second Language*. Newtown, N.S.W. P.E.T.A.
- KS3 National Strategy (2002) *Access and engagement in English: Teaching pupils for whom English is an additional language*, DfES 0609/2002
- KS3 National Strategy (2002) *Access and engagement in mathematics: Teaching pupils for whom English is an additional language*, DfES 0251/2002
- KS3 National Strategy (2002) *Access and engagement in science: Teaching pupils for whom English is an additional language*, DfES 0610/2002
- KS3 National Strategy(2002) *Access and engagement in art: Teaching pupils for whom English is an additional language*, 2002, DfES 0662/2002
- KS3 National Strategy (2002) *Access and engagement in RE: Teaching pupils for whom English is an additional language*, 2002, DfES 0658/2002
- KS3 National Strategy (2002) *Access and engagement in physical education: Teaching pupils for whom English is an additional language*, DfES 0659/2002
- KS3 National Strategy (2002) *Access and engagement in ICT: Teaching pupils for whom English is an additional language*, DfES 0611/2002
- KS3 National Strategy (2002) *Access and engagement in music: Teaching pupils for whom English is an additional language*, DfES 0661/2002
- KS3 National Strategy (2002) *Access and engagement in Design and Technology: Teaching pupils for whom English is an additional language*, 2002, DfES 0663/2002
- KS3 National Strategy(2002) *Access and engagement in history: Teaching pupils for whom English is an additional language*, DfES 0656/2002

KS3 National Strategy (2002) *Access and engagement in geography: Teaching pupils for whom English is an additional language*, DfES 0657/2002

KS3 National Strategy (2002) *Grammar for writing: supporting pupils learning EAL*, DfES 0107/2000

Leung C, and South H (1999) *Teaching EAL in the Mainstream Curriculum: Vignettes of Classroom Practice*

Leung. C, (2002) *Language and Additional/Second Language Issues for School Education. A reader for teachers*. Watford NALDIC

National Literacy Strategy (2002) *Supporting pupils learning English as an additional language*, revised edition, DfES

OFSTED (1999) *Raising the Attainment of minority ethnic pupils*, Ofsted.

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OFSTED (2003) *More Advanced Learners of EAL in secondary schools and colleges*

OFSTED (2004) *Managing the Ethnic Minority Achievement Grant Good practice in primary schools*.

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South, H (ed) (1999) *The Distinctiveness of English as an Additional Language: a cross curricular discipline* Watford: NALDIC

TTA (2000), *Raising the attainment of minority ethnic pupils*, TTA TPU04/21

TTA (2004) *Newly Qualified Teachers Survey 2004*

<http://www.tta.gov.uk/php/read.php?articleid=863§ionid=174>

TTA (2005) *Handbook of guidance*, TTA TPU1103/IP/40K/COL/Feb 05

Many of these texts can be accessed through the key documents area of the NALDIC website.
<http://www.naldic.org.uk/docs/resources/KeyDocs.cfm>

In addition, the following websites contain useful information

<http://www.naldic.org.uk/ittseal2/index.cfm>

This site has been developed by NALDIC, the UK professional association for EAL with help from the TTA to provide support and guidance on English as an Additional Language for all professionals involved in initial teacher education. The site is under development and NALDIC welcomes feedback from users on all draft content.

<http://www.multiverse.ac.uk/>

Multiverse is an Initial Teacher Training Professional Resource Network (IPRN). The website provides teacher educators, student teachers and trainees with access to resources that focus on enhancing the educational achievement of pupils from diverse backgrounds.

Annotated Bibliography

These following texts featured most regularly in the reading lists of participating ITE providers

Baker,C. 2001. Foundations of bilingual education and bilingualism. (3rd edition) Clevedon: Multilingual Matters.

This key text provides an overview of theoretical models of bilingualism and second language acquisition and reviews key research findings that underpin that underpin models of education for bilingual children internationally. It addresses the political issues and controversies surrounding the topic and provides information on a wide range of classroom practice. It is an indispensable guide for the tutor planning a specialist course with a solid grounding in both theory and practice. Of particular relevance to all courses on EAL are chapters 5 to 8 on the development of bilingualism and the relationship between bilingualism and cognition.

Baker,C. and Hornberger,N. Eds. 2001. An introductory reader to the writings of Jim Cummins. Clevedon, Multilingual Matters.

Cummins has developed a research based theoretical framework for bilingual development and education which is widely used in the education of teachers of English as an Additional Language. This introductory reader is a collection of key papers that tracks the development of this framework from the 1970s to the 1990s. The framework covers issues of bilingual language development, classroom practice and social justice. A particularly influential article on the empowerment of minority students is included (Empowering Minority Students: a Framework for Intervention). The book provides tutors and students with an understanding of the important role of theory as a mediator between research and classroom practice.

Cameron, L. 2003. Writing in English as an Additional Language at KS4 and post-16. OFSTED.

This study investigated the skills of pupils who had been in the UK for five years or longer and were underachieving. It identified common weaknesses in the quality of content, sentence structure, and word level grammar as well as difficulties in organising and writing extended texts; difficulties were also noted in writing in a range of genres. The examples of pupils' writing included in the appendices, the framework used for analysis and the implications and suggestions for teaching make this a valuable document for use in ITE in all training contexts at secondary level. The full report is available online at www.ofsted.gov.uk. An article by the author reviewing the key points can be found at www.naldic.org.uk/docs/NN295.doc

Cameron,L. and Besser,S. 2004. Writing in English as an Additional language at Key Stage 2. DfES

This research project was commissioned by the DfES from the author of Writing in English as an Additional Language at KS4 and post-16 to provide further information about the features of the writing of pupils at KS2 who are advanced learners of English as an additional language. A research study that analyses scripts from English tasks to explore the distinctive features of the writing of advanced learners of EAL. As well as noting the strengths and the richly figurative writing of EAL learners attaining levels 4 and 5, the study identifies the difficulties experienced by many EAL learners in their writing. This is a valuable document for all student and trainee teachers in the Primary phase. It will be of particular use in low diversity settings, as the examples of pupils' work in the appendices can be used in training sessions. The document with all appendices is available online at www.dfes.gov.uk/research/data/uploadfiles/RR586.pdf

Conteh,J., 2003. Succeeding in Diversity; culture, language and learning in primary classrooms. Stoke-on-Trent, Trentham Books

This ethnographic study of a group of successful bilingual learners at KS2 set out to explore the factors that helped pupils to succeed in mainstream classrooms. Interactions and experiences in the home, the school and the community and how these are built on in the classroom, are explored. The text offers guidance and suggestions to enable teachers to create a classroom culture that values pupils' experiences and builds on their strengths, by placing the concept of diversity at the heart of the curriculum. The study provides teacher educators, student and trainee teachers with guidance and suggestions for valuing pupils' experiences and building on their strengths. It is particularly useful in low diversity settings in which trainees may have had little awareness or experience of the many issues, such as teacher perceptions, expectations and stereotypes, that affect the attainment of learners of English as an additional language.

Cummins,J. 1996. Negotiating Identities: Education for Empowerment in a Diverse Society. Ontario, C.A.B.E.

This is a text widely used by ITT providers to introduce trainees to the complex issues of language, identity and social justice that underpin the education of pupils from minority ethnic communities. The book addresses key issues that promote successful learning in multilingual classrooms. Chapter 2 in particular discusses policies and practices that disempower minorities and lead to educational failure. The book also provides substantial evidence of good practice from a range of social and educational contexts. This text is available from <http://www.naldic.org.uk/docs/publications/order.cfm>

Datta,M. (Ed.) 2001. Bilinguality and Literacy: Principles and Practice. London, Continuum.

This is one of the most widely used texts to introduce trainees to bilingualism on ITT courses. It offers teachers examples of how bilingual children developing literacy can benefit from practice based on theory and research. The chapters written by Datta herself and Ross offer teachers new to the topic a context for the teaching of literacy to bilingual pupils and strategies that are directly applicable in the classroom.

Edwards,V. 1998. The Power of Babel. Teaching and Learning in Multilingual Classrooms. Stoke-on-Trent. Trentham Books.

This is a very practical book for teachers that addresses the challenge of acknowledging, valuing and promoting language diversity in the mainstream classrooms. It has chapters on whole school procedures for finding out about languages used, for building relationships with families and for promoting speaking, reading and writing in the languages used by children in the school.

Gibbons,P. 1991. Learning to Learn in a Second Language. Newtown, N.S.W. P.E.T.A.

This classic text on the teaching of English to EAL was written for the Australian context, but has been widely used by teachers of bilingual children in this country. It is widely recommended in ITT courses as, as well as addressing the learning needs of bilingual pupils in all areas of the English curriculum, it provides a range of classroom strategies that represent good practice for all learners.

Gibbons,P. 2002. Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, USA. Heinemann.

This book, a follow up to the previous one, is a must for all teachers who are working with learners of English as an additional language. It presents a wide range of excellent classroom strategies which cover speaking and listening, reading and writing in a second language, learning language and learning about language. The book is particularly good on supporting more advanced learners of English and it links practice to Cummins' theoretical model. This is a recommended key texts in many ITT courses. This text is available from <http://www.naldic.org.uk/docs/publications/order.cfm>

Gravelle,M. 1996. Supporting Bilingual Learners in Schools. Stoke-on-Trent. Trentham Books.

This text, written by a lecturer in ITT with extensive experience of working with bilingual learners, is a text widely used in teacher education and aimed specifically at teachers in British classrooms. It provides a policy context and addresses issues of language learning by bilinguals, a relevant curriculum as well as the importance of first language. It has a particularly valuable section on inducting new children into school. It is written in a very accessible style, links theory and research to practice, and is ideal for use by trainee teachers.

Gravelle,M. (Ed.) 2000. Planning for Bilingual Learners: an Inclusive Curriculum. Stoke-on-Trent. Trentham Books.

This book present a set of papers written by teachers experienced in working with learners of English as an additional language. As well as providing examples of strategies for use in developing writing, mathematics, geography, etc. the book promotes a framework for planning to meet the needs of bilingual learners in different educational contexts and key stages.

Kenner,C, 2000. Home Pages – Literacy Links for Bilingual Children. Stoke-on-Trent. Trentham Books.

This book is recommended by ITT providers preparing trainees for the Foundation Stage. It is one of the few texts available to describe the home literacy practices of young bilingual children. Based on very interesting case studies of young bilinguals, it describes their awareness of the languages available to them and the use to which they put. The author provides practical ideas on how to support children's development in all their languages in the mainstream classroom.

NALDIC (1991) The Distinctiveness of English as an Additional Language:a cross curricular discipline Watford:NALDIC

This key text is subtitled 'A Handbook for all teachers' and is recommended for student teachers as it is directly concerned with what teachers of pupils with EAL need to know in order to carry out effective classroom work. It defines the distinctive features of teaching and learning with EAL, the knowledge base which informs EAL, the learners and the tasks they face, and EAL pedagogy including five principles which underpin good practice. The sections of the handbook cover these key themes as well as answering frequently asked questions such as Is second language learning similar to first language learning? This text is available from <http://www.naldic.org.uk/docs/publications/order.cfm>

Parke, T., Drury, R., Kenner, C., Helavaara Robertson, L. 2002. Revealing Invisible Worlds: Connecting the Mainstream with Bilingual Children's Home and Community Learning. Journal of Early Childhood Literacy. Vol 2 (2) pp 195-220.

The article draws together studies by four researchers who have studied young bilingual children in their Early Years settings, homes and communities. The article provides both a theoretical context and case studies of children developing in both English and their first language. The researchers note "Bilingual children are constantly engaging with both or all of their languages in a complex learning process of which mainstream educators are largely unaware. It is a process that will continue whether or not the mainstream recognizes it" (p.220). While this article is useful in all ITE settings, it will be particularly helpful in areas where there is little opportunity to observe bilingual children directly. The case studies highlight the danger of teachers assuming that children's English language skills are their only competence and ignoring, in assessment, the children's often much greater levels of skill in their home languages. The article can be downloaded by lecturers in institutions with a subscription, or purchased on-line from: <http://ecl.sagepub.com/cgi/reprint/2/2/195>