

Managing EAL Primary –Assessing Speaking

Teachers' TV (2005) *Managing EAL Primary - Assessing Speaking*

<http://www.teachersmedia.co.uk/videos/managing-eal-primary-assessing-speaking>

Synopsis

This programme at St Anne's RC Primary School in Lambeth, focuses on teacher practice in organising talk in the classroom. A KS2 teacher works with an EAL specialist in assessing pupils' language development, focusing on problem solving, collaborative work and making presentations.

<http://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/SpokenLanguage.pdf> provides useful pre or post session reading for trainees.

Relevant sections

00:00 EAL specialist explains that pupils learning EAL often reach a stage of fluent, 'everyday' social language development but need targeted support to develop more academic forms of language in order to succeed in school and to become confident in writing.

01:17 Class teacher and EAL specialist describe the aims of the lesson: for pupils to work collaboratively and use more formal, higher-order language forms for learning.

02:23 EAL specialist and class teacher model the target language. EAL specialist explains how modelling language, collaborative working and a hands-on activity support pupils learning EAL and all children.

04:05 Class teacher observes pupils in the activity and comments on her opportunity for assessment. EAL specialist explains the need for pupils with EAL to have time to formulate oral responses.

06:05 EAL specialist explains how opportunities for exploratory talk enable pupils learning EAL to practise language and develop thinking. She describes how key visuals and the Talk Plan scaffold language within the activity. Class teacher makes further assessment of pupils in the activity.

10:31 and 12:08 Pupils present their ideas in groups, with feedback from teachers. Class teacher plans to use pupils' oral work to develop their writing.

Principles of Good Practice

- The provision of a rich contextual background to make input comprehensible
- Actively encouraging comprehensible output
- Developing learner independence

Teaching Points

You may want to introduce the programme by asking trainees to identify some of the differences between the way that children learn to talk in their first language and children learning to speak in an additional language. Some of the differences which will come out of

this discussion include the different environment in which they learn. Learning a language at school is unlikely to offer the same degree of modelling, contextual support and visual support as learning a first language. Although most pupils will become fluent in everyday talk within two years, using talk for learning will be more complex, particularly as pupils may have had relatively limited opportunities to interact with others for different purposes to develop their understanding of different registers, tones and the use of expressive language. Draw trainees' attention to the differences between BICS and CALP

01:17 Exploratory talk can provide a useful link into writing. Group work can provide a context for this type of talk and support the development of listening and speaking skills. It can provide opportunities for listening to others, interaction, speculation, repetition, hearing appropriate responses. Participating in group work can be challenging for EAL learners. The learner may be unfamiliar with the social conventions which govern this type of interaction. These rules are culturally specific and tend to be taken for granted by native speakers. Exploratory talk is useful for all learners, so talk based tasks can be useful ways of making appropriate provision for isolated bilingual learners within a largely monolingual classroom.

02:23 <http://www.naldic.org.uk/eal-initial-teacher-education/resources/working?time=634586167267944732n> provides an overview of specialists that trainees may encounter in schools and a variety of models of working with other adults. Not all trainees will have access to EAL specialists.

06:05 Ask trainees to consider opportunities for exploratory talk, and how this differs from presentational talk.

Task

Teachers need to plan for talking in terms of language and learning outcomes, consider their groupings carefully, and plan to teach language forms and functions explicitly in order to support pupils' cognitive and linguistic development (see Gibbons, 1993, 2002). Ask participants to consider how useful this may be in this task.

Gibbons, P. (1991) Learning to Learn in a Second Language. Page 19. Newtown, Australia: Primary English Teaching Association. An example of a planning framework

TOPIC	ACTIVITIES	LANGUAGE FUNCTIONS	LANGUAGE STRUCTURES	VOCABULARY
shape/ size/ colour	Arranging attribute blocks (as a matrix or in sets) barrier game: giving partner instructions 'What's missing?' game ? 0 o ? 0 o ? (use large and small blocks to extend matrix)	Classifying {giving instructions {describing position describing	they are all (blue) these are all (triangles) draw a... colour it... draw a triangle under the... beside the... between the it's a big, red circle (order of adjectives)	triangle square circle red green blue under beside between
⊕ The topic	⊕ includes these activities	⊕ which require these language functions	⊕ which will be modelled using this language	

In planning a task in a subject curriculum area, trainees will need to identify the kinds of language functions, structures and vocabulary that are evident in the particular curriculum area or topic. They will also need to identify where the learners are already confident, and what they might want to work on next. The next step would be to develop a talk based task which would allow learners to develop and rehearse these. Trainees may find examples of worked frameworks useful in this.

Why this resource is useful for training on EAL

- Supports trainees to begin to learn how to identify the needs of pupils for whom English is an additional language
- This programme can be used to support primary trainees to understand that pupils learning English as an Additional Language will need specific development of their spoken language even though they may appear fluent with everyday talk.
- It will help them to consider how to make effective provision to meet these needs through collaborative activities and working with specialists.

Resources

Teachers' TV (2005) Managing EAL Primary -Assessing Writing

<http://www.teachersmedia.co.uk/videos/managing-eal-primary-assessing-writing>

Teachers' TV (2005) Managing EAL Primary - Assessing Speaking

<http://www.teachersmedia.co.uk/videos/managing-eal-primary-assessing-speaking>

References and Further Reading

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DfES (2003) *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* London : DfES

DfES (2006) *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* London:DfES Available from

Gibbons, P. (1993) *Learning to Learn in a Second Language*. Newtown, N.S.W: PETA

Gibbons, P. (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH : Heinemann

South, H (1999) *Working Paper 5 - The Distinctiveness of English as an Additional Language: a cross-curriculum discipline*. Watford : NALDIC

Mercer, N. (2001) 'Language for Teaching a Language' in C.Candlin and N.Mercer (Eds.) *English Language Teaching in its Social Context*. London : Routledge

Teachers' TV (2006) KS1/2 English The Multilingual Classroom

<http://www.teachersmedia.co.uk/videos/ks1-ks2-english-the-multilingual-classroom>

Teachers' TV (2006) KS1/2 English The Multilingual School

<http://www.teachersmedia.co.uk/videos/ks1-ks2-english-the-multilingual-school>