

## Teaching & Learning

English as an Additional Language (EAL) is not a subject specialism in teacher training. The [Professional Standards](#), including those for the award of Qualified Teacher Status (TDA, 2007) note what teachers should know about pupils learning EAL in the context of teaching all pupils. It is recognised within the professional standards that effectively supporting pupils with EAL requires considerable specialist knowledge and skill. However, indications are that although [the number of EAL learners](#) in schools has risen by over 50% since 1997, specialist teacher expertise in schools is becoming increasingly rare.

While some institutions and bodies make excellent provision for equipping all student teachers with an awareness of the skills and knowledge required to support the learning of pupils with EAL, the area has been identified as one requiring further development. Although the most recent survey ([TDA, 2008](#)) indicated that NQTs' perceptions of their preparation to work with children learning English as an additional language have reached a six-year high, only 37% of NQTs felt their training was good or very good in this respect.

EAL teaching and learning takes place within the mainstream and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum. In the past it has been regarded as a defined 'subject' in education in this country, and it continues to be viewed in this way in many other English speaking countries. The current conceptualisation of EAL in England is as an '[aspect](#)' of compulsory education and as a 'subject' ([ESOL](#)) in post compulsory provision. As EAL does not currently have a separate syllabus in England it is more difficult to recognise as a distinct area of education. However, EAL has a knowledge base from theory and research and its own principled strategies for teaching in the mainstream context in a way which promotes language learning alongside content learning.

EAL teaching has natural affiliations with English teaching as a mainstream subject, with modern foreign language teaching, and with English as a foreign language teaching, each of which are discrete subject areas, but EAL pedagogy is applied in all areas of the curriculum. The learning of English for students with EAL takes place as much in science, mathematics, humanities and the arts as it does in 'subject' English. It also takes place within the 'hidden curriculum'. Beyond the school, it is affected by attitudes to race and culture in wider society. This is why all student teachers need to understand how EAL teaching and learning takes place in their classrooms and their schools. In addition, to meet the professional standards for qualified teacher status, all trainees will need to demonstrate that they:

- [Q18](#) Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- [Q19](#) Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

This area of the web site is concerned with what student teachers will need to know in order to carry out effective classroom work with EAL learners. The resources have been authored by a range of practitioners and academics and can be used flexibly through [ITE programmes and provision](#) to support the preparation of student teachers

Across the website, you will see symbols like this [Q19](#) to indicate that the material relates to a standard for qualified teacher status. Clicking these symbols open a new window which displays the relevant QTS standard and, where applicable, the linked core (C), post threshold,(P) excellent (E) and advanced skills (A) teacher standards. The links also contain the current accompanying guidance to the QTS standards.

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## References

Training and Development Agency for Schools (2007) *Professional Standards for Teachers* TDA:London. Retrieved 29th July, 2007, from [http://www.tda.gov.uk/upload/resources/pdf/s/standards\\_a4.pdf](http://www.tda.gov.uk/upload/resources/pdf/s/standards_a4.pdf)

Training and Development Agency for Schools (2008) *Results of the newly qualified teacher survey 2008*. TDA:London. Retrieved 25th April, 2009, from <http://www.tda.gov.uk/upload/resources/pdf/nqtsurveyresults2008.pdf>