

NALDIC Conference ¹⁹

"EAL and Additional Needs"

November 26th 2011, The Clothworkers' Centenary Concert Hall, University of Leeds

Keynote Speaker:

Professor Brahm Norwich, University of Exeter

'Inclusive education, additional needs and EAL: values, concepts and issues'

Abstract

In this talk, Professor Norwich will consider the scope and significance of values and principles of inclusive education for school education. This will involve examining the background history to how the values and principles of inclusion have been developed, where they come from and how they have been used in practice. Inclusion relates to those pupils and students who are considered 'vulnerable;' or subject to exclusionary processes. Though the term has been strongly associated with those with special educational needs and disabilities, it has a wider scope in relation to those with other additional needs, such as those with EAL needs. The issues of how a general value comes to operate in practice will be discussed in relation to the organisation and staffing of additional provision in schools. Some of the critiques of inclusion will also be discussed and the talk will conclude with some ideas about the benefits and pitfalls of thinking and practice in terms of inclusion.

Biographical notes

Brahm Norwich is Professor of Educational Psychology and Special Educational Needs at the Graduate School of Education, University of Exeter. He has worked as a teacher, a professional educational psychologist and researched and published widely in these fields. His books are on 'Moderate learning difficulties and the future of inclusion' (Routledge 2005) and 'Special pedagogy for special children: pedagogies for inclusion' (with Ann Lewis – Open University Press); 'Dilemmas of difference, disability and inclusion: international perspectives' (Routledge 2008) and SEN: a new look (Continuum Publishers, 2010) (with Mary Warnock and Lorella Terzi).

Workshops:

Morning session

1. Tony Cline, University College, London 'EAL learners and Dyslexia'

Abstract

The workshop will begin with an audit of the skills and knowledge associated with reading proficiency. The challenges may be different for a child who is monolingual in English and has dyslexia, a child who is in the early stages of learning EAL and has some reading difficulties associated with that, and a child who is learning EAL and has dyslexia. We will consider recent research on the identification of dyslexia among EAL learners and review participants' experiences of problems over identification and assessment. The last part of the session will focus on basic strategies in teaching pupils with EAL who show learning difficulties in literacy. It will cover writing development as well as reading. If you are working with a child who is learning EAL and shows difficulties in literacy learning, whether or not you think they have dyslexia, you will be encouraged to reflect on the work with them during the workshop.

Biographical notes

Tony Cline is co-director of a professional doctorate programme for experienced educational psychologists at University College London and Visiting Professor of Educational Psychology at the University of Bedfordshire. He initially worked in inner city and suburban areas around London as a teacher in primary and secondary schools and as an educational psychologist. After leading ILEA's Educational Psychology Service he held various posts in higher education and has undertaken external training and consultancy work around SEN in many local authorities and professional associations. He is co-author of a best-selling textbook *Special Educational Needs, Inclusion and Diversity* (Open University Press).

2. Brian Foster, NFER Research Group 'Improving outcomes for Gypsy, Roma and Traveller pupils'

Abstract

This workshop will summarise the findings of a major piece of research commissioned by the DCSF in 2007 and published in 2010. There will be a discussion including:

- The relevance of these findings to other groups
- How these findings dovetail with other research and practitioner experiences
- What are the implications of local authority cuts on outcomes for vulnerable children.

Biographical notes

Brian Foster has a long experience of working with Gypsy, Roma and Traveller families and community organisations, schools and local authorities. He has worked in the UK, Czech Republic, Romania and Lithuania on projects to promote the inclusion, achievement and opportunities of children and young people from these communities. He has contributed to a number of publications, including "Mainstreaming Traveller Education: the Litmus Test" (with Anne Walker - 2010) and has been commissioned to write a practical guide for schools on the inclusion of Gypsy, Roma and Travellers, scheduled for publication in Autumn 2011. He was part of the research team, which undertook the major study "Improving Outcomes for Gypsy, Roma and Traveller pupils" for the DfE, and contributed to the Gypsy, Roma and Traveller Achievement Programme documentation. He is a trustee of the Irish Travellers Movement in Britain and a management committee member of the Advisory Committee on the Education of Romanians and other Travellers.

3. Merle Mahon, University College London, and Ali Davis, Laycock School, London 'Classroom interaction between teachers and deaf children who are learning EAL'

Abstract

One of the crucial elements in children's first language acquisition is the quality and quantity of input they get when interacting with mature speakers of their language or languages. Their development benefits significantly from plenty of exposure to talk, particularly when the language directed to them is rich in vocabulary and grammatical structure, and includes features known to promote development, such as expansions and topic extensions. This applies especially to deaf children from EAL families. Their first language acquisition can be complicated by exposure to a variety of languages such as the home language/dialect and/or various forms of English from family members; and Standard English from early intervention practitioners. In spite of progress in

hearing aid & cochlear implant technology, when they enter the nursery class, these children usually have very little spoken language.

What can teachers do to promote EAL deaf children's acquisition and development of spoken language when they enter the nursery class? We will start the workshop session by outlining some of our own research findings about the way in which teachers talk to EAL deaf children. Using video data, we will then give participants the opportunity to reflect on their own interaction style, to examine sequences of interaction between teachers and EAL deaf children, to explore what is different for these children (in contrast to hearing children and English-speaking deaf children), to practise techniques for coding turns-in-talk and rating 'success' of turns, and to devise strategies for change.

Biographical notes

Dr Merle Mahon is a senior lecturer and researcher in the Developmental Science Research Department at University College London. Her current research is about the way deaf children from EAL families develop and use spoken English, both at home and at school. This work is in collaboration with colleagues from the cochlear implant programme at Great Ormond Street Hospital and the UCL Ear Institute. She is also trained as a specialist speech and language therapist for deaf people, and she regularly assists in the Unit for Deaf Children at Laycock School, London.

Ali Davis is a qualified Teacher of the Deaf. She has worked in the Unit for Deaf Children at Laycock Primary School in London for over 20 years and has experience with deaf children from nursery to year 6. She has specialised in developing language during the pre school years with very young deaf children, and has a Diploma in 'Working with deaf children under 5'. Due to the catchment area of Laycock School, this has involved working with a high proportion of hearing impaired children with EAL.

4. Deirdre Martin, University of Birmingham 'Dyslexia and difficulties developing literacy skills in contexts of multilingual literacies'

Abstract

The workshop will address issues that are of concern for teachers and other educationists working in the field of literacy skills and literacy practices with students from multilingual families and backgrounds. Key questions that will drive the workshop are: What multilingual literacy practices do students from multilingual families and backgrounds engage with both inside and outside school and formal education? What are the demands of developing literacy skills in English for educational purposes? What are current practices for identifying, supporting and managing the education and educational success of students with literacy difficulties? What are helpful school approaches and policies? The workshop will give an overview of selected research findings and evidence from the UK and elsewhere that can inform practice about difficulties developing literacy skills in contexts of multilingual literacy practices. The main areas that will be explored are multilingual literacy practices, findings and evidence about assessment practices for students experiencing difficulties with literacy skills, and evidence and information about intervention practices. The workshop will have planned time for activity and discussion about participants' professional contexts.

Biographical notes

Deirdre Martin is a Senior Lecturer in the School of Education in the University of Education. Qualifying as a speech and language therapist, she spent over two years in a special school in Peru, where she worked, through Spanish, with teachers and children with a range of educational needs. She continued to work as a speech and language therapist in the UK, and obtained masters and doctoral degrees in aspects of speech and language development and difficulty in bilingual children. She entered higher education as a lecturer in clinical phonetics and linguistics before taking up her current post in the School of Education in the University of Birmingham. Her research interests are in the area of language and literacy disabilities in multilingual contexts.

5. Simon Murison- Bowie and Catharine Driver, Education Consultants 'Helping EAL learners towards age-appropriate reading'

Abstract

This workshop will give participants an opportunity to reflect on their experiences working with older bilingual learners who continue to need support with reading in a second language. The presenters will review some potential barriers that EAL learners face trying to achieve age-appropriate reading in the secondary school. They will introduce new books and guidance materials designed to develop reading with small groups of EAL learners. Participants will be able to critique the materials which NALDIC have written and endorsed and carry out a task linking linguistic knowledge with good practice in the teaching of reading. It is hoped that all will

gain from sharing their own experiences of what works for bilingual teenagers who fail to make progress with reading.

Biographical notes

Catharine Driver is an independent EAL/EMA consultant. She has worked as teacher, adviser and trainer in secondary schools and local authorities in London and the South East since 1989. She has recently completed work for both London and Manchester Challenge supporting school leaderships in self-evaluation and strategic review of EAL within the wider brief of Ethnic Minority Achievement and Inclusion. In addition to 25 years teaching bilingual students, Catharine has specialised in training teachers in integrating language and content teaching and developing literacy across the curriculum for more advanced EAL learners. She has also been a tutor on the Islington accredited MA course.

Simon Murison-Bowie was for more than 30 years a publisher with Oxford University Press of EFL materials and books on applied linguistics. He has had a strong interest in curriculum building, technology-aided education and the creation and use of corpora in language education.

6. 'Ideas in Action' Seminar 1 – see page 6

Afternoon Session

1. Tony Cline, University College, London 'EAL learners and Dyslexia'

See details above.

2. Beverley Costa, Mothertongue multiethnic counselling service 'Therapy across Linguistic Borderlands'

Abstract

This workshop will explore a paper outlining the ways in which therapy can be delivered across languages so that a growing number of our population who do not share their therapist's language is not excluded from accessing therapy. The paper refers to research on second language acquisition which demonstrates that people are able to access emotions in a second language that have been repressed in the client's native culture and language. Traumatic scenes experienced in one's native language may be explored more readily initially by switching to a second or other language in order to gain sufficient emotional distance in order to approach the material. Implications for effective practice are considered as part of the paper. The session draws on examples from interviews with bi/multilingual counsellors working at Mothertongue and elsewhere, about their experiences of working across languages and beyond words by paying attention to other forms of nonverbal and embodied forms of communication .

Biographical notes

Beverley Costa founded Mothertongue multi-ethnic counselling service, a culturally and linguistically sensitive therapeutic support service for people from black and minority ethnic communities, in 2000. She has been its director until the present day. She is a UKCP registered psychotherapist. Mothertongue has won a number of awards including the Award for Excellence in the Practice of Counselling and Psychotherapy from the British Association for Counselling and Psychotherapy and The Queen's Award for Volunteering.

Beverley@mothertongue.org.uk

3. Phil Jones, University of Leeds Discussion Group: 'Changes in roles and relationships - Inclusion Manager / SENCO / EAL practitioner relationships'

Abstract

One of the issues that faces EAL practitioners, as more of them are becoming school-based rather than organised in LA-based teams, is the way in which Inclusion departments operate in schools, especially larger schools. The workshop will start by exploring some of the issues and changes facing SENCO's and Inclusion Managers in relation to EAL practitioner relationships. This would then lead on to a discussion in small groups and in the whole group about the implications for their part in such departments. The aim would be to stimulate

participants to think constructively about their changing position and to think through ways in which they can play an active part in these evolving departmental arrangements in schools.

Biographical notes

Dr Phil Jones is Director of Research and Reader in Childhood and Inclusive Education in the Faculty of Education, Social Sciences and Law at Leeds University. His books have been translated and published in Chinese, Greek and Korean. Publications include: 'Children's Rights in Practice' (with Walker, 2011, Sage), 'Rethinking Children's Rights' (with Welch 2010), 'Rethinking Childhood' (Continuum 2009); 'Childhood' (with Moss, Tomlinson and Welch, Pearson 2008) 'Drama As Therapy' (Routledge 2007) and 'The Arts Therapies' (Routledge 2005). He is series editor for Continuum's 'New Childhoods' and peer reviewed articles have been published in 'The Arts in Psychotherapy' and 'The European Journal of Psychotherapy and Counselling'. He has given keynotes at conferences in a number of countries: from New York, USA to Seoul, South Korea, from Newfoundland, Canada to Johannesburg, South Africa.

4. Dr Sean Pert

'Developing a language therapy package to meet the needs of EAL learners'

Abstract

This presentation will focus on a new language therapy package which has been adapted, in collaboration with Newcastle University, to meet the needs of the local Pakistani heritage community. It will include discussion about translation issues, how home language supports subsequent EAL and the role of the SLT. Participants will be able to pose questions on SLT-Bilingualism issues

Biographical notes

Dr Sean Pert is a specialist speech and language therapist who specialises in working with children with Specific Language Impairment (SLI) and with bilingual children. He has published several papers and book chapters on bilingualism and has a particular interest in code-switching in bilingual children. Sean teaches at undergraduate and post-graduate levels and is an adviser on bilingualism to the Royal College of Speech and Language Therapists.

5. Anne Margaret Smith, ELT well

'Co-occurring Specific Learning Differences'

Abstract

Dyslexia is usually thought to be the specific learning difference (SpLD) that raises the most significant barrier to language learning and literacy development, because of its association with phonological processing and auditory memory problems. However, there are other SpLDs that commonly co-occur with dyslexia, which also present considerable challenges to language learners who experience them. This workshop offers a brief overview of some of the most common SpLDs (dyspraxia, AD(H)D and Asperger's Syndrome), highlights the impact they can have on language development and offers some solutions that can be implemented in the classroom.

Biographical notes

Anne Margaret Smith began her career as an English language teacher a little over 20 years ago and she has taught in a wide range of contexts both in the UK and abroad. 15 years ago her interest in literacy development led her into exploring dyslexia and other SpLDs. She now runs *ELT well*, offering training and advice to teachers and assessors who also want to explore the interface between the language learning process and specific learning differences. She also works as a learning development adviser at the University of Cumbria, and as a lecturer on Edge Hill University's SpLD teacher education programme.

6. 'Ideas in Action' Seminar 2 – see page 6

Conference Discussant: Dr. Jean Conteh is a Senior Lecturer at the University of Leeds, where she is a member of the Language Education Research group, teaches on ITE and MA courses and supervises PhD students. Her main research interests focus on bilingual learners and teachers in mainstream and complementary primary classrooms, and the factors that mediate their success. She has published widely and is still proudest of her first book, *Succeeding in Diversity, culture language and learning in primary classrooms*, published in 2003.

Consultant to the Events Group: Dr Tony Cline

‘Ideas in Action’ Seminars

These seminars present research, teaching ideas and/ or materials developed by the presenter. They are extensions of the usual poster presentations, in which researchers will be able to present what they are working on in more detail and engage in discussion about their findings with the seminar participants.

Morning session

Carolyn Blackburn: ‘More than words can say: the diverse communication needs of children in the foundation stage’

Young children’s communication skills are acquired within an environmental and cultural context. Children entering early childhood settings with English as an additional language, or a communication delay/disorder may have a range of non-verbal communication strategies such as gesture, touch, eye gaze, pointing, drawing and other methods of creative non-verbal expression. This seminar will share early findings from a study which aims to describe and analyse the communication needs of children aged birth to five years.

Rebecca Boyle Suh, Lauren Stewart, Artis: ‘Experience EAL’

Building on the nationwide success of their educational programmes which bring curriculum topics to life using the performing arts, Artis are now unlocking the language development potential of their approach for primary school children learning EAL. By exploring classroom contexts through dance, drama and music, children can find a 'safe place' to use English communicatively, develop their interpersonal skills with classmates and find confidence in their own voices.

Afternoon session

Anny Northcote: Dyslexia and Multilingualism Research Intervention – answering the questions?’

Many bilingual children become successful readers in their first and subsequent languages. However some bilingual children may give teachers, parents and schools cause for concern with regards to their achievement in reading and writing. This raises questions concerning whether or not such needs are linked to second language acquisition or other learning difficulties, specifically, in this case, dyslexia. What is the impact of a small group (2 to 1) TA-administered, dyslexia-specific literacy skills programme upon the reading and writing skills of bilingual children at risk of dyslexia?

The research is still in progress and this poster presentation shows the how the intervention has progressed and reflects on the mixed methodology approach taken in the study. It concentrates on what can be learnt from a greater understanding of bilingualism; socio-cultural contexts and their influence on reading; assessing bilingual learners; listening to the children, parents and professionals and what can be learnt from the intervention programme for future research and classroom practice. The research project is led by the British Dyslexia Association and Bath Spa University and funded by the Big Lottery Fund.

Lina Shaheen: ‘Literacy’

My poster will summarize my current PhD project. The overarching research question is: “The relationship between child-related factors, situational factors and EAL pupils’ achievement in primary schools”. In order to answer this research question, different methods were used for data collection (in order to achieve triangulation). The methods included: interviews, a questionnaire, observation and document analysis. There were different participants (e.g. local pupils and educational practitioners) and different types of analysis (qualitative and quantitative).