

NALDIC National Conference 21

16th Nov 2013

**‘Different ways of
saying the same thing’**

(Secondary session)

**Jonathan Brentnall
(EALAW)**

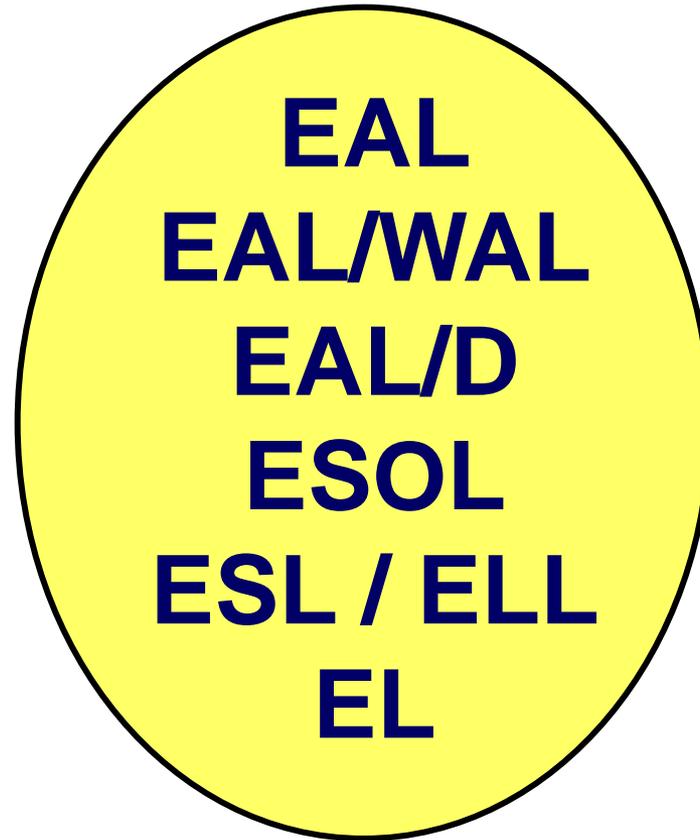
England 
Wales 
Scotland 
Northern Ireland 

[Republic of Ireland]

Canada: Ontario 
US: national and California State 

Australia 
New Zealand 

Acronyms



Commonalities

ethnic, cultural, linguistic diversity



established minorities & migrants



EAL spectrum: beginners - advanced

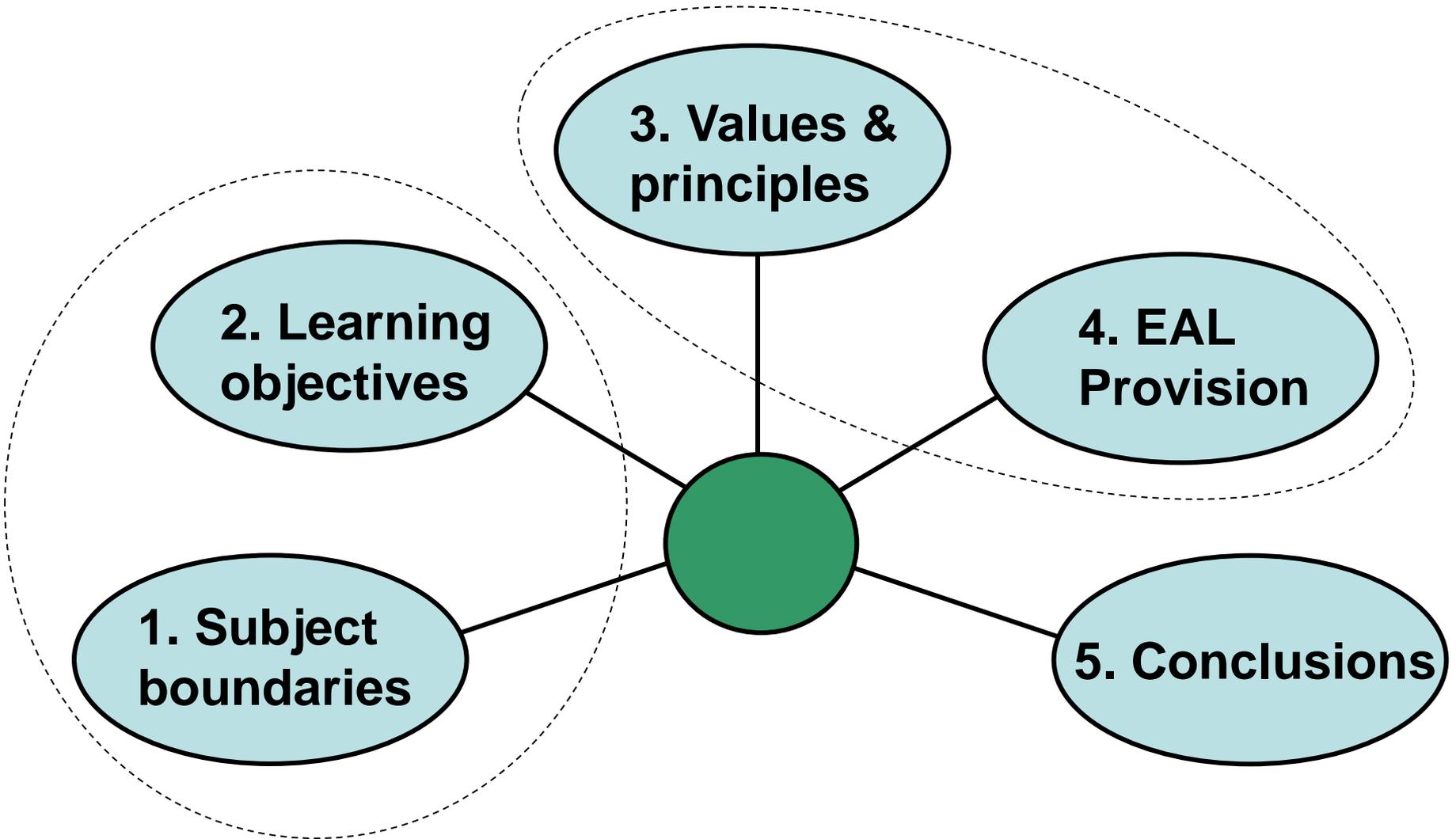


varied distributions across schools

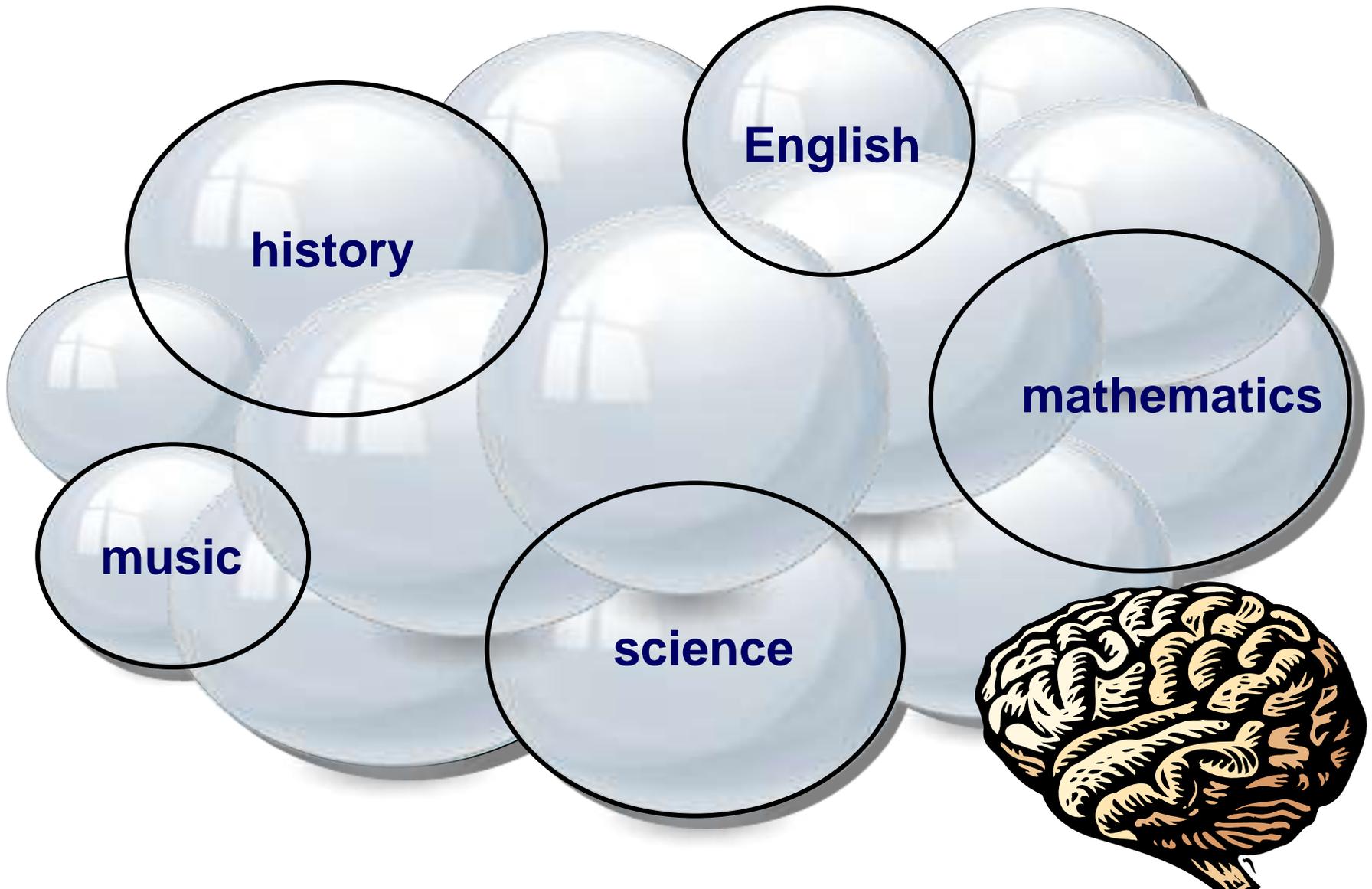


locational variations

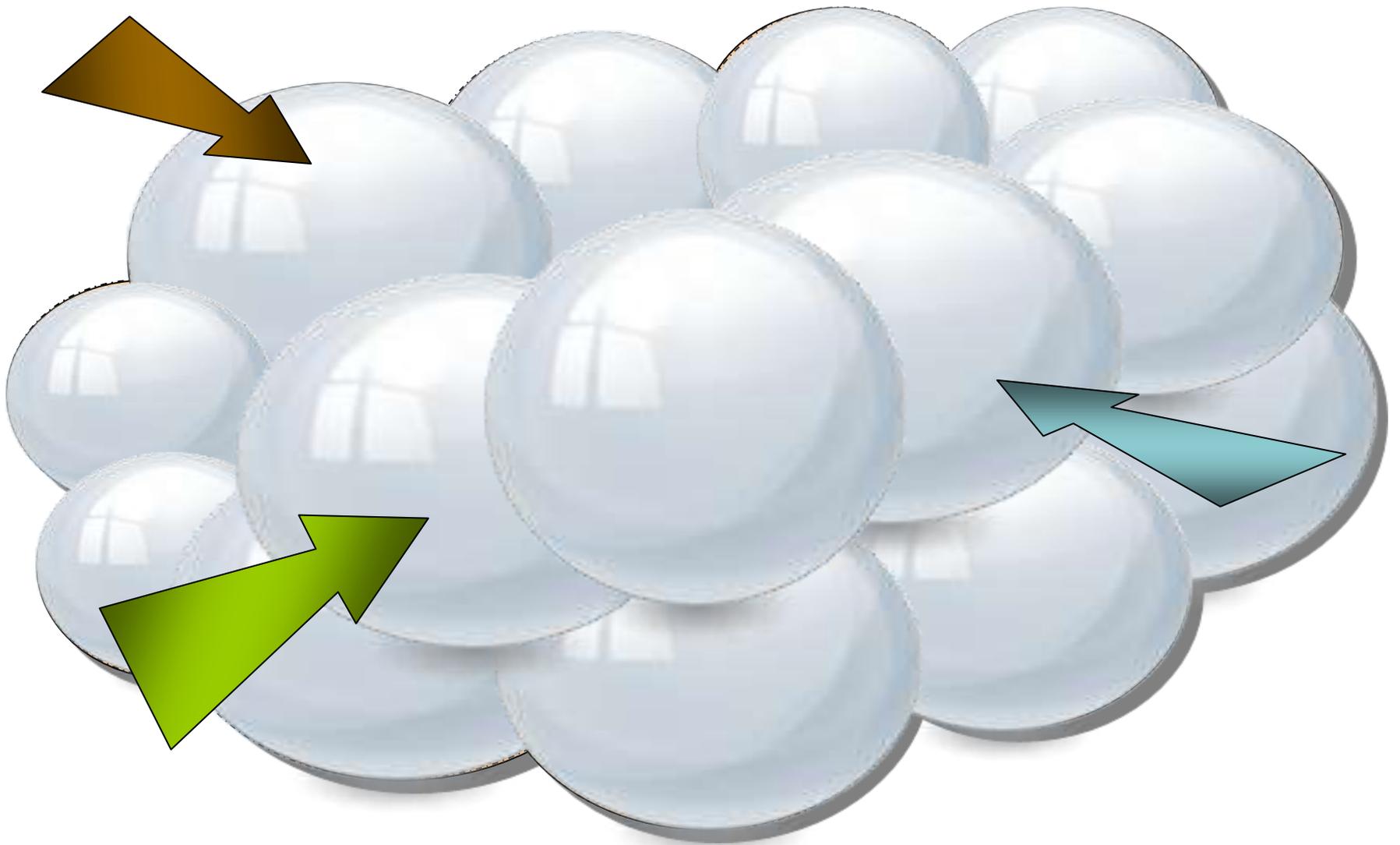
Curriculum Comparison



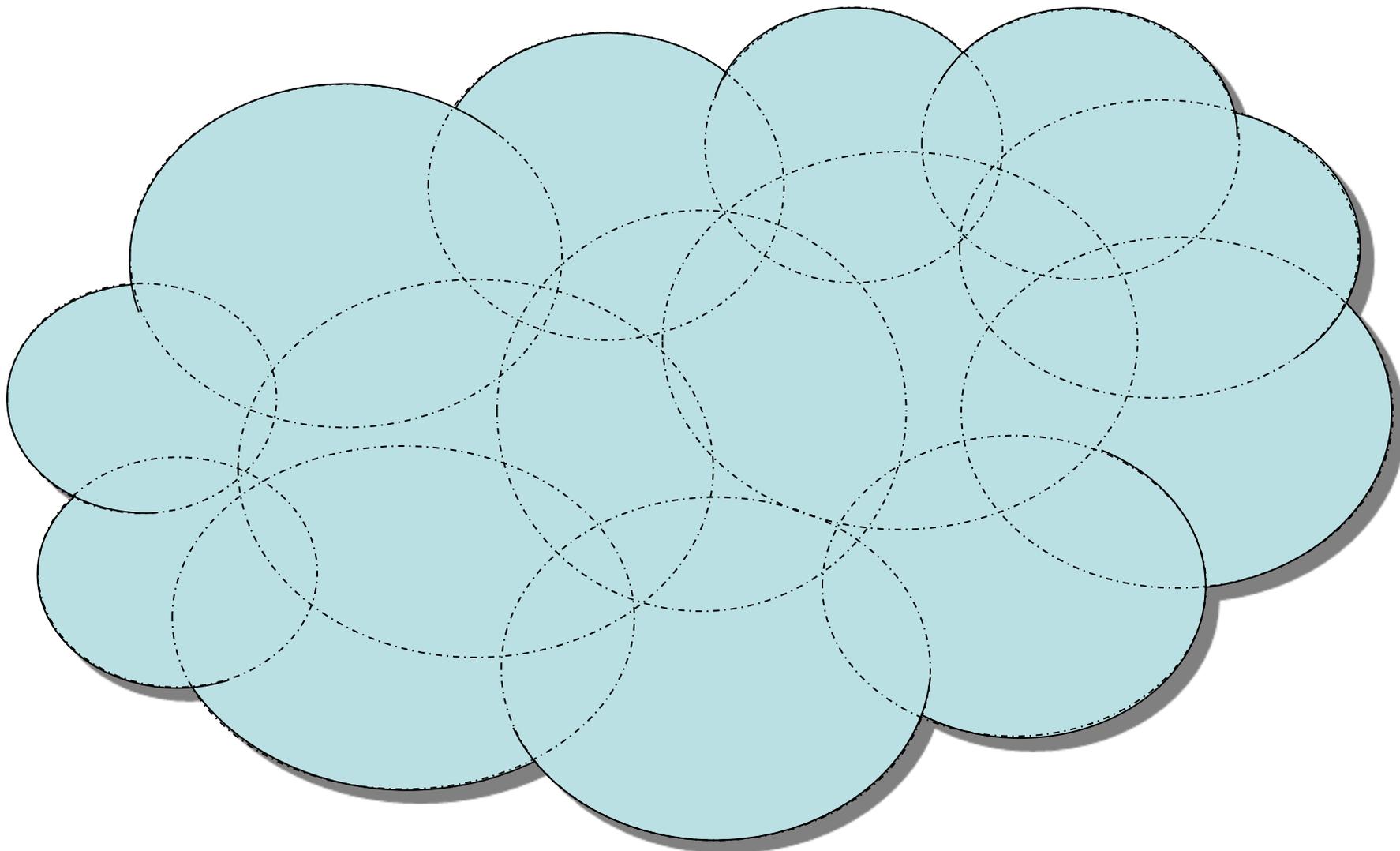
1. Subject boundaries



perspectives



fuzzy boundaries & overlaps



Subjects

English
Mathematics
Science
History
Geography { **Social Studies**
Technology

Subjects

‘the (Expressive) Arts’
(Music, Visual Art, Dance, Theatre, Media)

‘Other’ Languages
Physical Education (with Health)
Computing

Religious Education – UK
Social Studies & Humanities

Subjects

*philosophy,
geology, employability, civics,
careers education, modern studies, economics,
travel and tourism, native studies, world studies,
citizenship, sustainable development, local and global
citizenship, relationships & other people,
home economics ...*

**Variation in sub-structure of subjects:
skills v content and priority values**

Subject Groups/Faculties

English + Literacy + Languages + Media

Mathematics + Numeracy + Financial capability

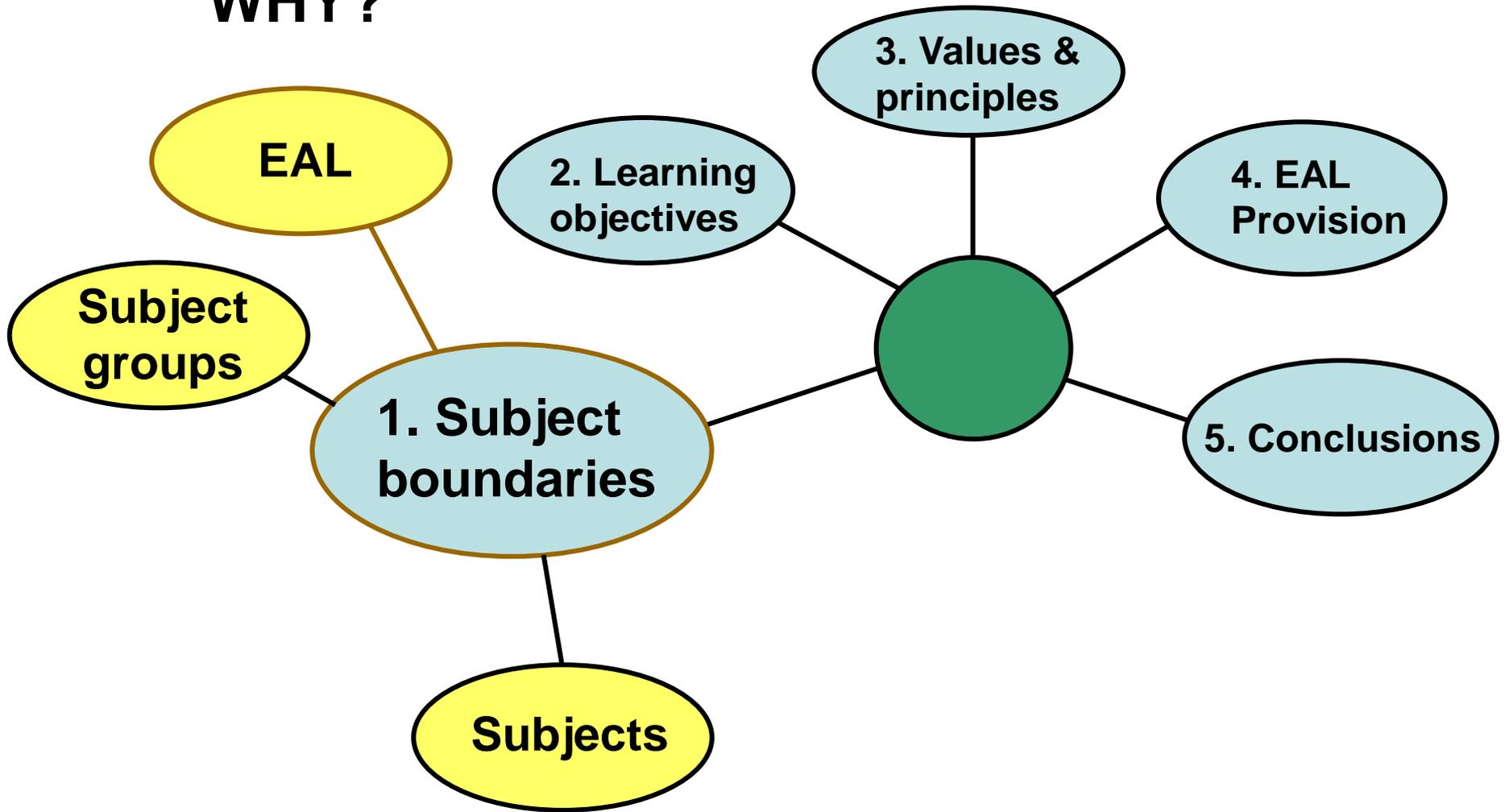
Sciences + Technology + Design + Environmental Science

Technologies + Design + Computing

Arts + Design + Music + Dance + Theatre + Visual + Media

**Social Studies + Humanities + History + Geography +
Economics + Civics + Citizenship + Religious Educ.**

WHY?



Relevance to EAL?

Affect of context on language choice - clarity

Learning - Discrete subjects v Interdisciplinary

Literacy as a cross-curricular skillset

Making language explicit – goals, purposes, uses, genres, lexico-grammatical and cohesive features

Interdisciplinary learning



Interdisciplinary Learning is **one of the key elements** in the Curriculum for Excellence:

The first approach is characterized by learning which is planned to develop awareness and understanding of **the connections and differences across subjects** or curriculum areas.

The second approach is when learning in different subjects or curriculum areas is used to explore a theme or an issue, meet a challenge, solve a problem or complete a final project. ... When most effective, the emphasis tends to be on the process of **learning and exploration of the interaction between the subjects, not just on the context or theme.**

The list of benefits include **‘more in-depth exploration’**; **‘understanding different perspectives’**; **‘promotes critical thinking’**; **‘supports development of skills of learning, life and work’** and **‘practising critical literacy skills in context’**; enables **‘mixed-stage learning which is interest-based’**



In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. ... There are **clear connections**, for example, between the expectations in **social studies, history, and geography** and those in subject areas such as **language, science, mathematics, and the arts...**

... teachers need to **ensure that the specific knowledge and skills for each subject are taught**. For example, if students are using paintings as part of an inquiry into ways of life in nineteenth-century Canada, the teacher should ensure that skills related to both **historical inquiry and the critical analysis process** in the arts are integrated into the activity.

... In such contexts, students also have an opportunity to develop their ability to **think and reason and to transfer knowledge and skills from one subject area to another.**”

Senior Secondary Interdisciplinary Subjects & B. Mohan's work

Biotechnology, Applied Design, Community Environmental Leadership, Issues in Human Rights, Applied Journalism, Faith, Belief and Journalism, Mathematical Modelling and Applied Programming

Literacy as cross-curricular skills

“Literacy and numeracy are cross-curricular skills and must be taught across the whole range of subject content if they are to be effectively developed.

However, they **also** need to be taught in the context of Language, Literacy and Communication Skills and Mathematical Development in Foundation Phase and English, Welsh and mathematics in Key Stages 2–4, **before** they can be applied across the curriculum.”



Consultation on Revised Curriculum for Wales p13/14 Nov 2013

Literacy as cross-curricular skills



6. Language and literacy

6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary **as integral aspects of the teaching of every subject.**

Spoken language

6.2 Pupils should be taught to speak clearly and **convey ideas confidently** using Standard English. They should learn to **justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register** for effective communication. They should be taught to give **well-structured descriptions and explanations** and develop their understanding through **speculating, hypothesising and exploring ideas**. This will enable them to clarify their thinking as well as organise their ideas for writing.

Literacy contd.

6.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge ... They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should **include narratives, explanations, descriptions, comparisons, summaries and evaluations...**



Vocabulary development

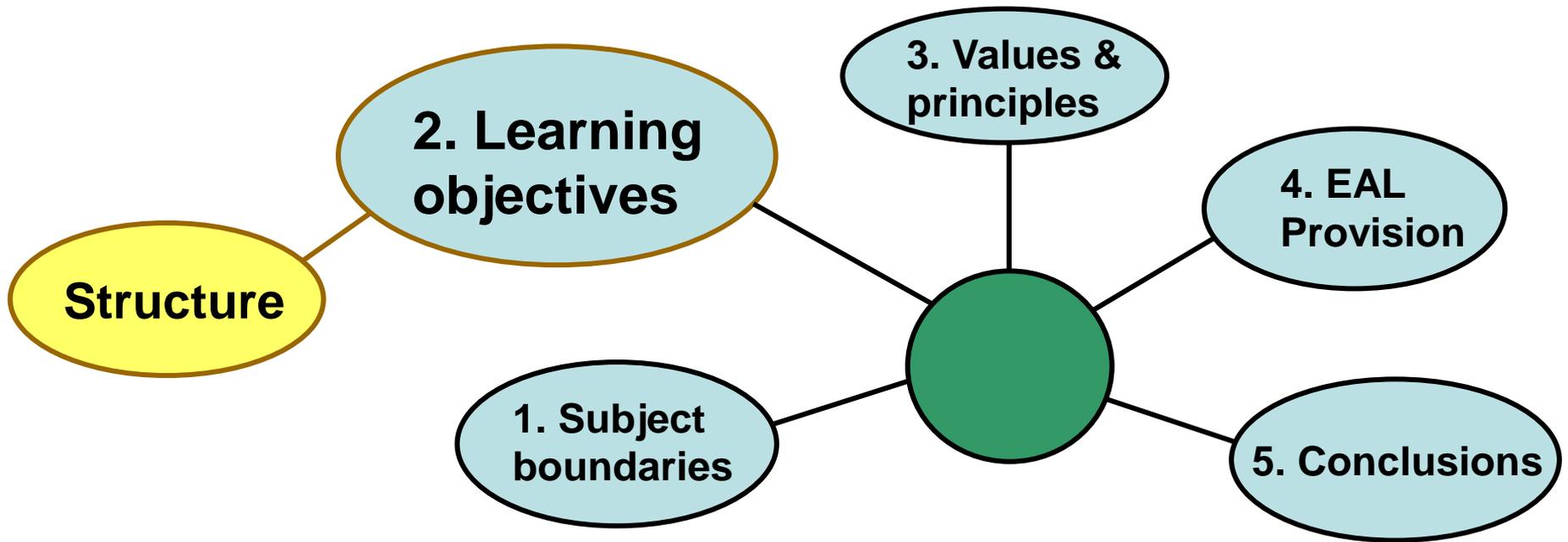
6.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should **increase pupils' store of words** in general; simultaneously, they should also make links between known and new vocabulary and **discuss the shades of meaning in similar words.** In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading **across all subjects,** and older pupils should be taught **the meaning of instruction verbs** that they may meet in examination questions. It is particularly important to **induct pupils into the language which defines each subject in its own right,** such as accurate mathematical and scientific language.

the Glossary



clause	<p>A clause is a special type of <u>phrase</u> whose <u>head</u> is a <u>verb</u>. Clauses can sometimes be complete sentences. Clauses may be <u>main</u> or <u>subordinate</u>. Traditionally, a clause had to have a <u>finite verb</u>, but most modern grammarians also recognise non-finite clauses.</p>	<p><i>It was raining.</i> [single-clause sentence] <i>It was raining but we were indoors.</i> [two finite clauses] <i>If you are coming to the party, please let us know.</i> [finite subordinate clause inside a finite main clause] <i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]</p>
cohesion	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p>	<p>A visit has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. This is an overnight visit. <u>The centre</u> has beautiful grounds and a <i>nature trail</i>. During the afternoon, <u>the children</u> will follow <i>the trail</i>.</p>

Levers are in equilibrium when the effort times the distance of effort from the fulcrum is equal to the load times the distance of load from the fulcrum.



2. Learning objectives

expectations
instructional objectives
principles & practices
achievement standards
outcomes & experiences
attainment targets

Learning Objectives



Geography KS3 Attainment Targets

Subject Content – Human and physical geography

“**understand** how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems”



Learning Objectives

content descriptions & achievement standards by Year

Geography Y8 content descriptions

Geographical knowledge and understanding

Unit 1: Landforms and landscapes

Unit 2: Changing nations

Geographical Inquiry and Skills

Observing, questioning and planning

Collecting, recording, evaluating and representing

Interpreting, analysing and concluding

Communicating

Reflecting and responding



Unit 1: Landforms and landscapes – 6 content descriptions with 21 elaboration statements illustrating how students should engage with the content. Here's 3:

The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)

The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)

The human causes and effects of landscape degradation (ACHGK051)



The human causes and effects of landscape degradation (ACHGK051)

- **analysing** the effects of erosion and sedimentation produced by walkers, off-road vehicles and mountain bikes on landscape quality
- **examining** the effects of mining and quarrying, and urban development, on landscape quality
- **describing** the effects of dams, channel straightening and drainage, on riverine and wetland landscape quality
- **investigating** the effects of the built elements of environments, for example, urban development, marinas and sea walls, on coastal landscape quality

Geographical Inquiry & Skills



Communicating

Present findings, arguments and ideas in a range of communication forms **selected** to suit a particular audience and purpose, **using** geographical terminology and digital technologies as appropriate (ACHGS061)

Elaborations

- **presenting** an oral report, **supported by** an audio-visual display, to **communicate** a reasoned argument, for example, to **advocate for** actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations

Learning Objectives



A. PHYSICAL PATTERNS IN A CHANGING WORLD OVERALL EXPECTATIONS

By the end of Grade 7, students will:

A1. Application: **analyse** some challenges and opportunities presented by the physical environment and ways in which people have responded to them (FOCUS ON: Spatial Significance; Interrelationships)

A2. Inquiry: **use** the geographic inquiry process to **investigate** the impact of natural events and/or human activities that change the physical environment, **exploring** the impact from a geographic perspective (FOCUS ON: Geographic Perspective)

A3. Understanding Geographic Context: **demonstrate an understanding** of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features (FOCUS ON: Patterns and Trends; Spatial Significance)

SPECIFIC EXPECTATIONS

A1. Application: **4**

A2. Inquiry: **6**

A3. Understanding Geographic Context: **11**



A2.5 evaluate evidence and **draw conclusions** about the impact of natural events and/or human activities that change the physical environment

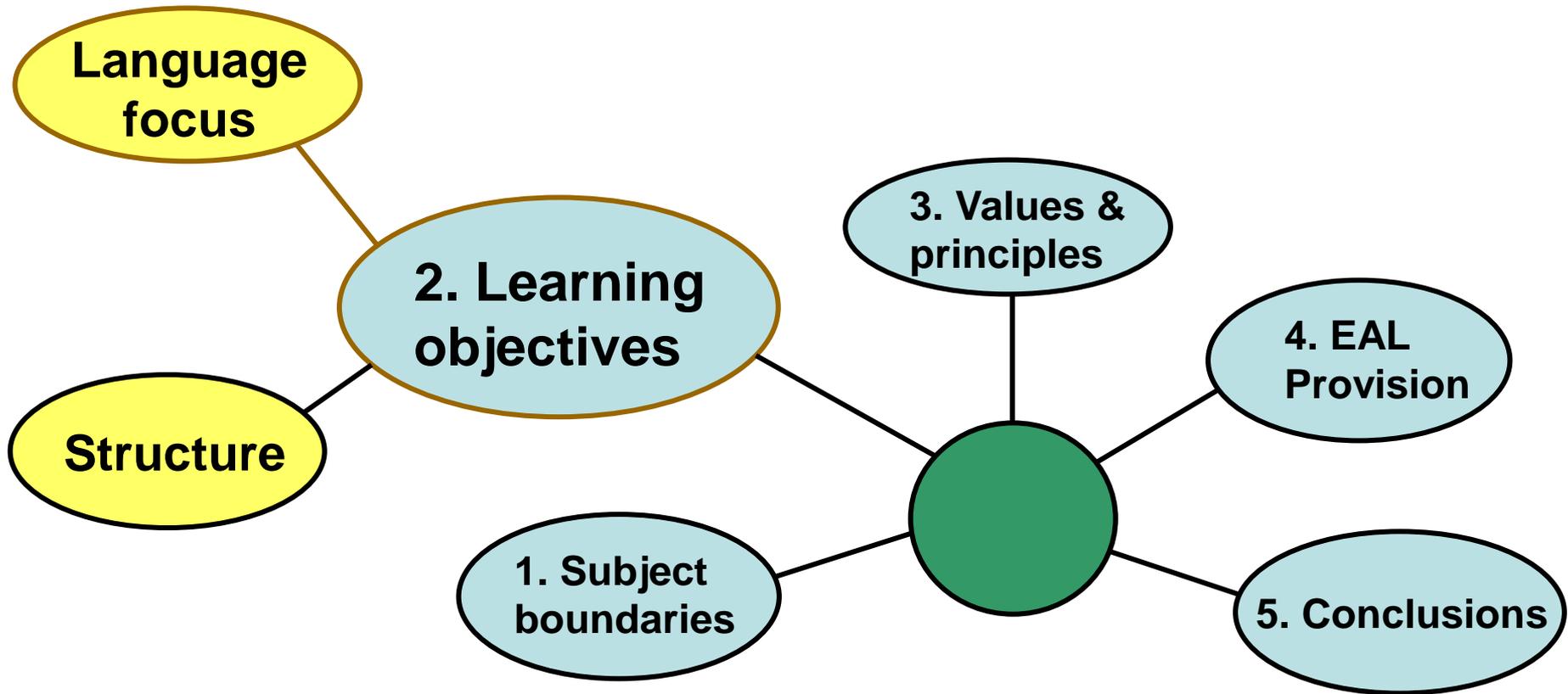
Sample questions: “What did you find out about the social, environmental, and economic impact of long-term drought in Ethiopia? Why is this problem so difficult to solve?”

“What social and economic impact does ecotourism have on different groups of people? What impact does it have on the environment? Do you think ecotourism ought to be more widely developed? Why or why not?”



A2.6 communicate the results of their inquiries, **using appropriate vocabulary** (e.g., climate, land use, landforms, vegetation, drought, flood, climate change, agriculture, ecotourism, land reclamation) and formats appropriate for specific audiences (e.g., **an editorial outlining** the impact of increasing settlement on a floodplain and **arguing for or against** increased settlement; an **oral presentation or photo essay for a specific audience** about how the construction of a dam affected a river system; a **newspaper article** for the local or school paper on the impact of pollution on their local community)

Sample questions: “Which presentation form is best suited to an audience made up of your peers? Why? Would this format be appropriate for a presentation at a community meeting?”
“How might you use photos or charts in your presentation? How might you use these elements to give your audience a sense of the complexity of the impact of climate change?”



Applied to lesson objectives ...

Behaviour – what we expect pupils to do

Element of subject content – in relation to what?

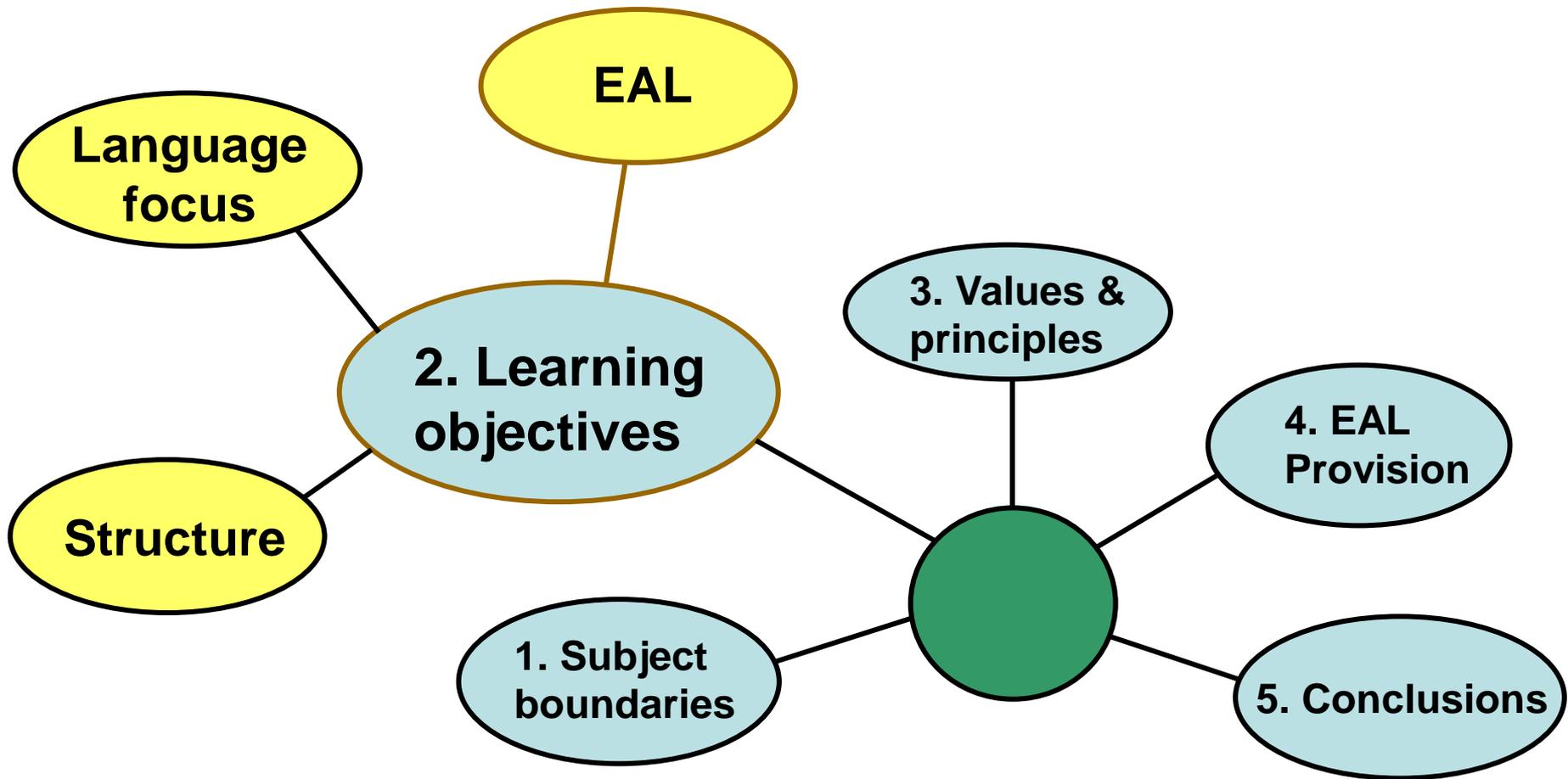
Perspective – from what angle/with what criteria/attitudinal bias?

Level of competence – how well to do it/to what level of detail/complexity?

Behaviour verbs - linguistic

add answer appraise approximate argue ask
cite clarify classify close comment_on compare
conclude (draw_conclusions) conjecture contrast count
define describe debate direct discuss divide
estimate evaluate explain express_views
generalise hypothesise
indicate identify instruct interpret introduce
judge (make_judgements) justify label link list log
multiply name narrate open outline
persuade point_out predict quote
record recount report subtract suggest summarise

...and subject-appropriate text-types



Implications for teachers?

clarity of purposes – sparsity creates opportunities for development in lesson planning

specific about role of language

distinctions between subject domains

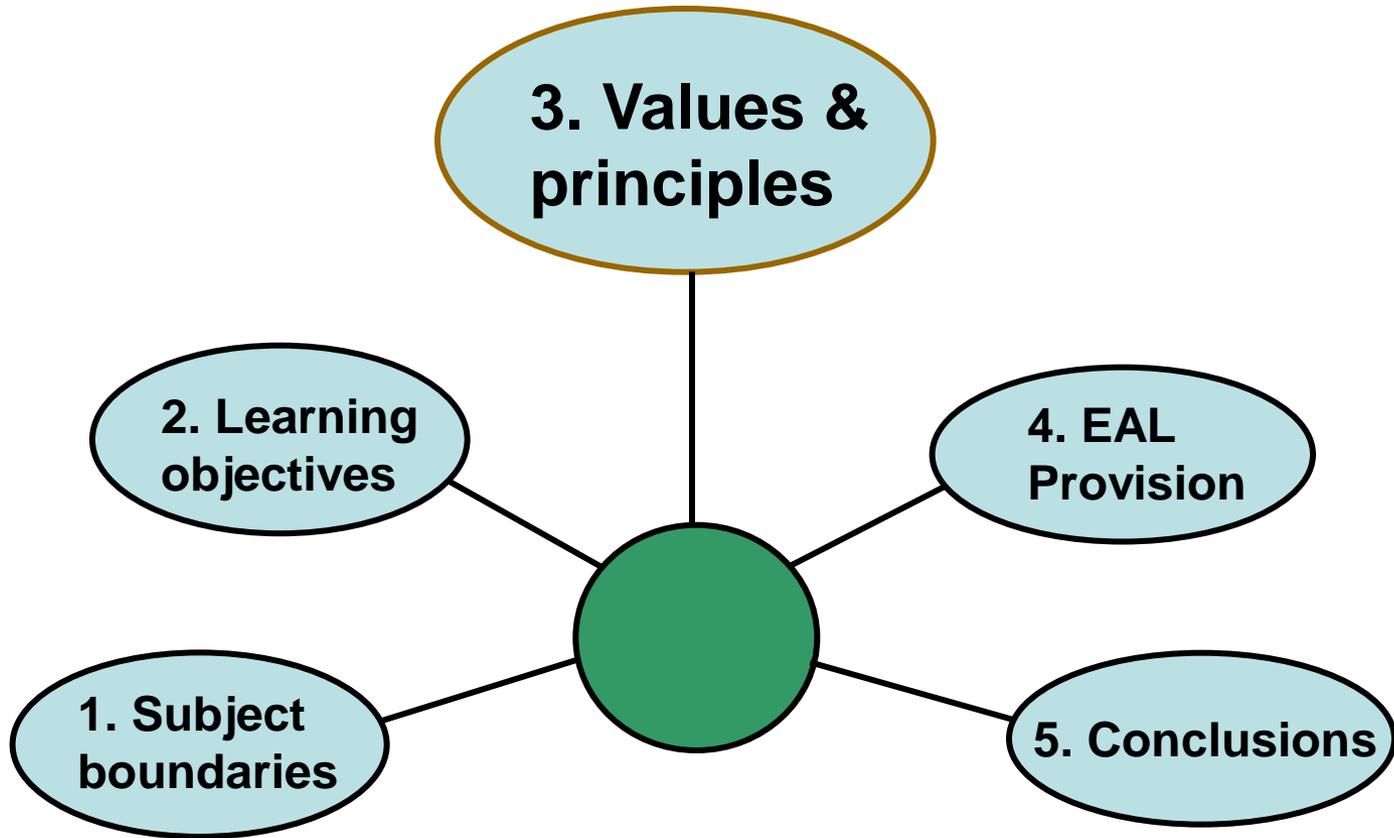
responsibility for language development

making language explicit – goals, purposes, uses, genres, lexico-grammatical and cohesive features



The national curriculum for history aims to ensure that all pupils:

... gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' & 'peasantry'



3. Values and principles

Location of EAL:

inclusion, pupil support, support for learners, student diversity, special educational needs, additional needs, ESOL/ELL

statutory curriculum

supp/complementary guidance

both

Diversity

“... we live in a society with people of different ages, races, abilities and disabilities, different religions and beliefs, different genders and sexual orientations.” “All involved in successful learning need to understand themselves what it means to live in **this diverse society**, and to help children and **young people understand what it means for them.**” Promoting diversity guidance



“Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in **our multi-ethnic society** in Wales. Schools should develop approaches that **support the ethnic and cultural identities of all learners**”



Equality

“The curriculum is non-sexist, non-racist, and **non-discriminatory**...”



"The Ontario equity and inclusive education strategy focuses on ... identifying and **eliminating discriminatory biases, systemic barriers, and power dynamics** that limit the ability of students to learn, grow, and contribute to society.

Antidiscrimination education continues to be an important and integral component of the strategy."

Inclusion



“Under the UNCRC and the WG’s strategy Rights to Action, all children and young people must be provided with an education that **develops their personality and talents to the full.**” ... “Schools must **work to reduce environmental and social barriers** to inclusion and offer **opportunities for all learners to achieve their full potential ...**”



“*Inclusive education is more than a concern about any one group of pupils.* It is about providing **opportunities for all** children and young people in the community to learn together and where schools **nurture learners** by providing **inclusive systems** which are **open, participatory and flexible.**”

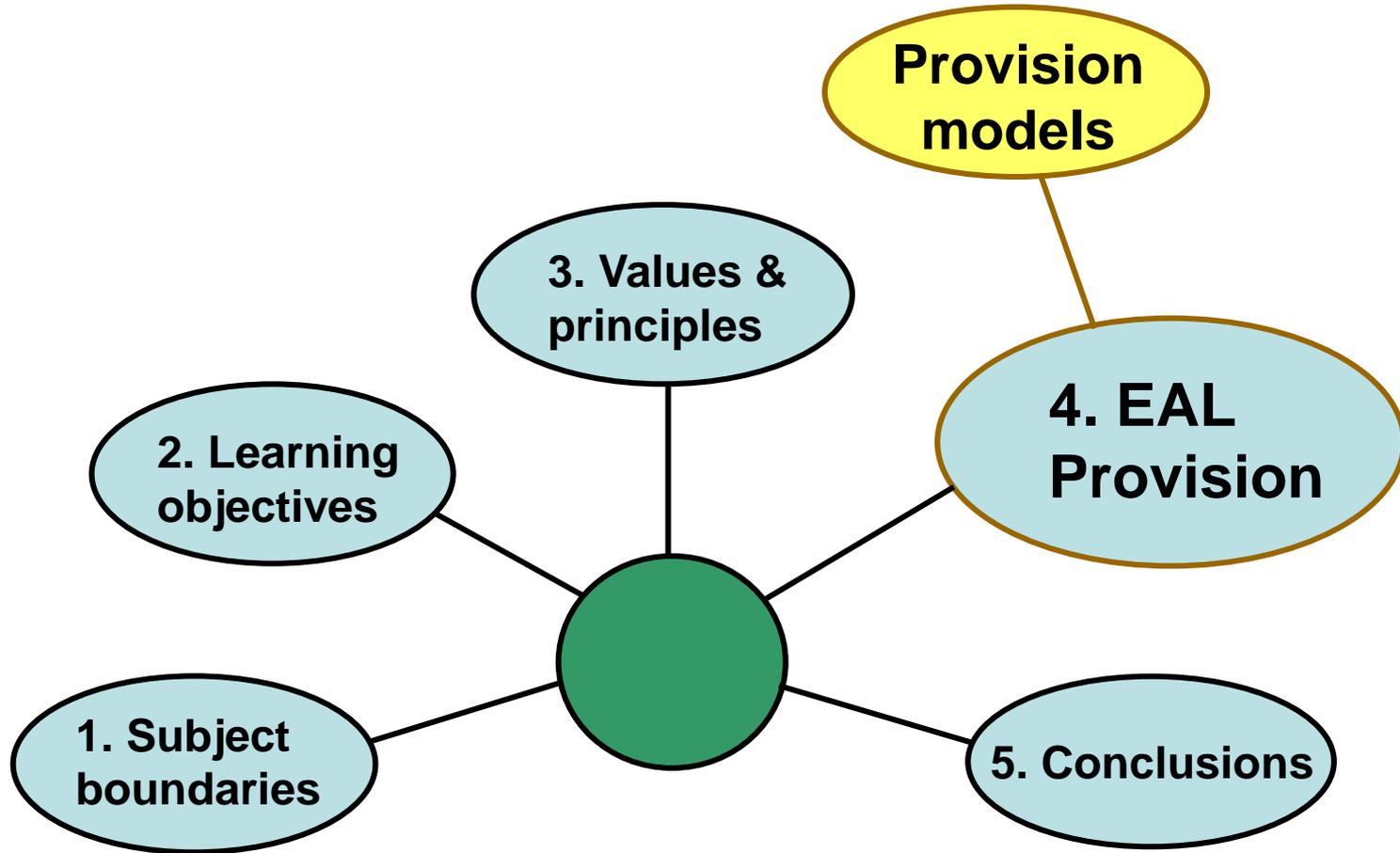
Entitlement and Responsibility

Collaborative/active learning

Differentiation

Academic & subject-specific language

**Consensus of values and principles in
general 'mission' statements but ...**



4. EAL provision

mainstream integration

v

separate/segregated learning

EAL provision

Calderdale etc. UK v Rest of the world

Boston Sheltered English - John Clegg

Somali refugees ... Roma ...

**Birmingham school for GT, EAL and pupils
with challenging behaviour** - Barbara Pickford

Separate EAL provision/curricula/guidance

Canada & US & NZ & Australia

Intensive English Centres for beginners



Senior Secondary English 4 subjects:

- English (Gen Lit, Media & Lang)
- Essential Eng (Literacy)
- Literature (intensive)
- EAL/D

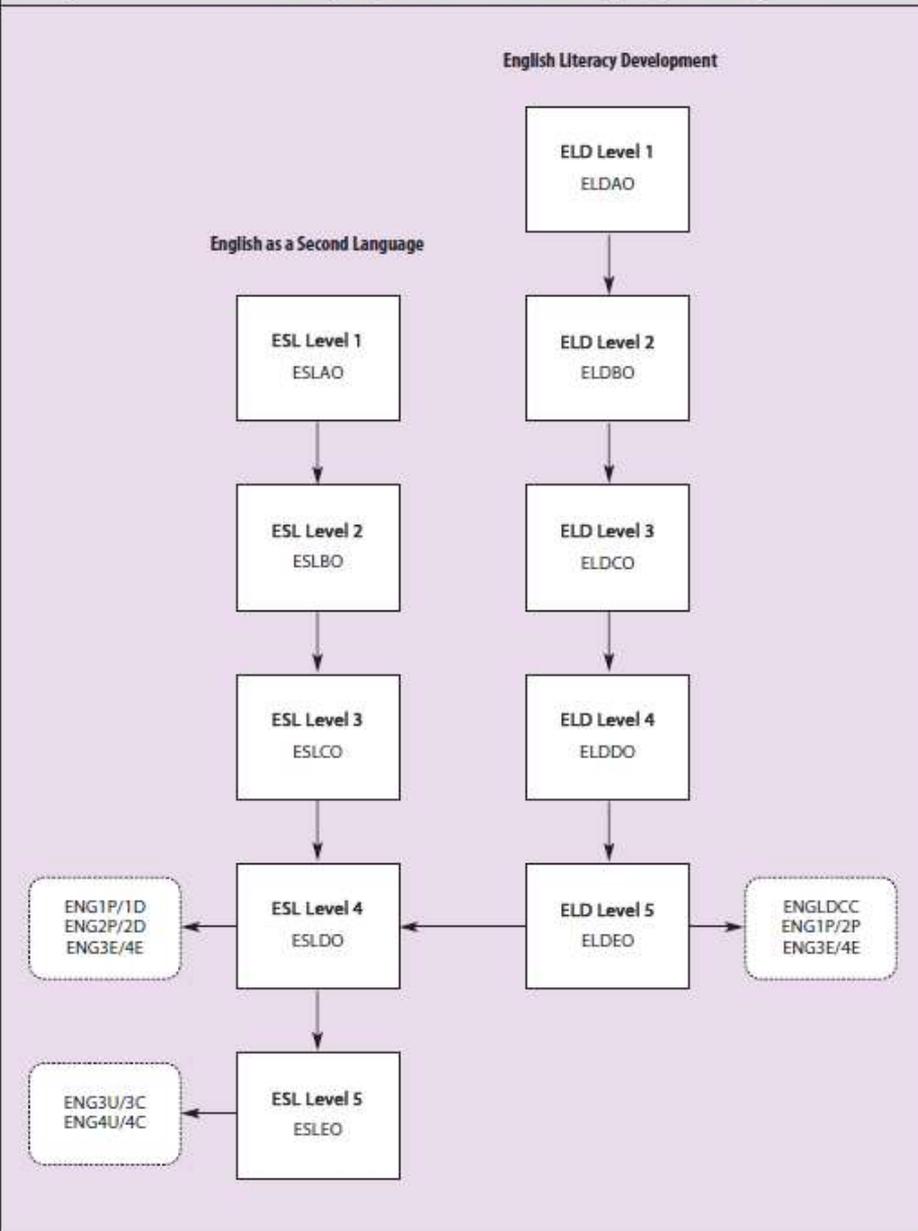
Bridging Units 1-4 for new arrivals, early developing or emerging phase

EAL/D Units 1-4: Communication, Comprehension, Language & Text Analysis and Text Creation



Pathways to English

The chart below shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.





OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

- 1.1** write short texts to convey information and ideas for academic purposes using a number of forms (*e.g., write a scaffolded paragraph about familiar content-area information; create an autobiographical timeline; compose a short dialogue between two characters in a story; prepare a set of written instructions to carry out a simple science experiment; complete an adapted inventory of learning strategies*)

Personal Purposes

- 1.2** write short texts to express ideas and feelings on personal and familiar topics using a number of forms (*e.g., compose short letters to friends and family members; write a poem modelled on a simple poem structure studied in class, such as a haiku or diamante; write thoughts in a dialogue journal exchanged with the teacher or a classmate*)

Community and Workplace Purposes

- 1.3** write short texts to communicate basic personal information and ideas using a number of forms (*e.g., compose a “lost” or “found” advertisement; complete a survey on student music preferences or an application for a Social Insurance Number; compile a shopping list with an accompanying recipe for a favourite dish*)

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

- 2.1** organize information relating to a central idea in a short paragraph with a topic sentence, supporting details, and a concluding sentence (*e.g., follow a teacher think-aloud to write a paragraph about the variety of natural resources found in Canada; recount an event such as a school field trip using an introductory sentence, chronological order of events and details, and a concluding sentence*)

Teacher prompt: “What supporting details can you add to explain this topic sentence more?”

Linking Ideas

- 2.2** use connecting devices and transition words and phrases to link sentences and show relationships between ideas and information (*e.g., use “next”, “finally” to indicate sequence; use “similar to”, “different from”, “like”, “unlike” to compare and contrast; use “since”, “because of” to indicate cause and effect*)

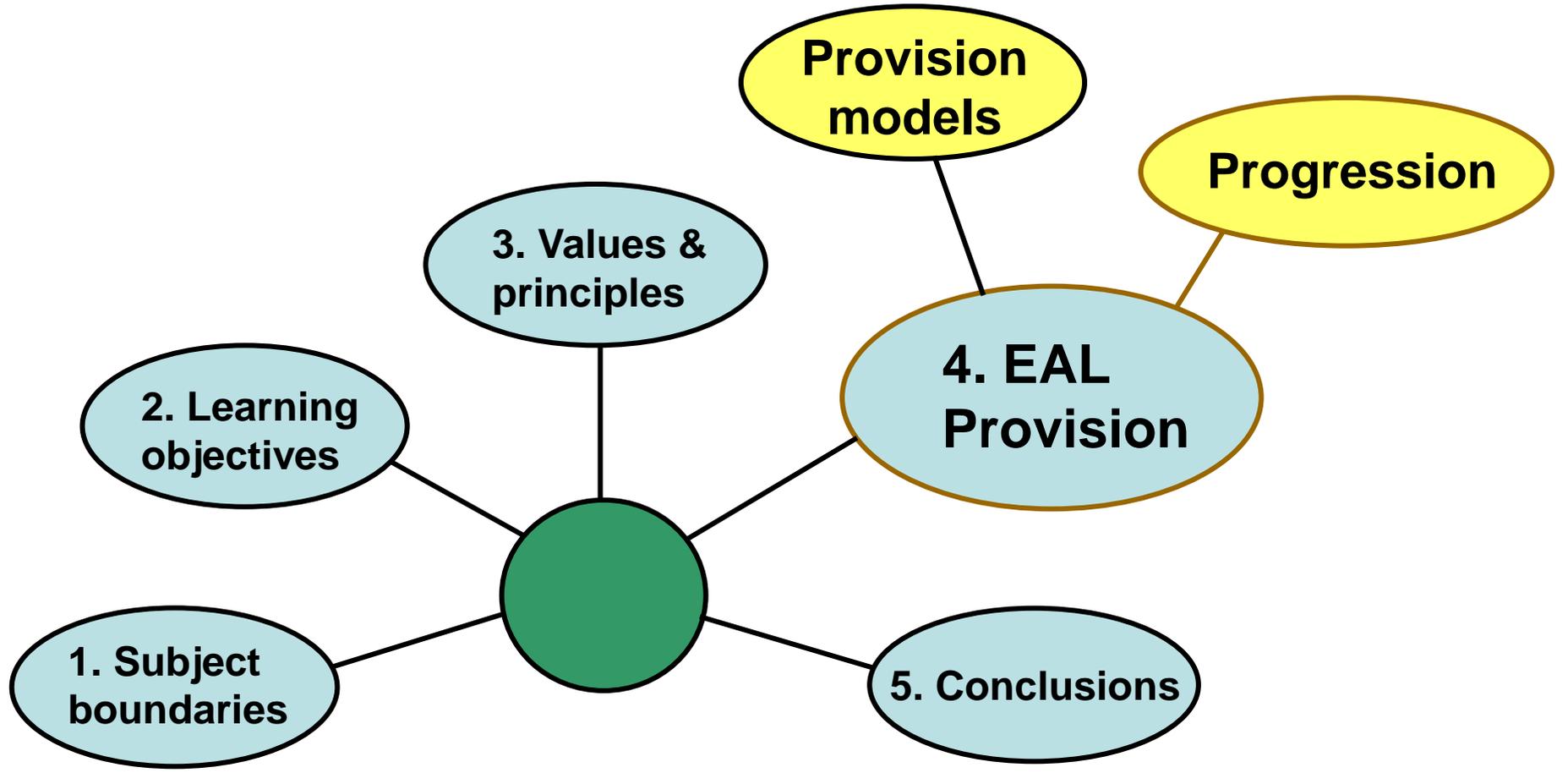
Teacher prompt: “What time-order (or transition) words might help clarify (or show clearly) the sequence (or order) of events in your story?”



**California Department of Education
English Language Development Standards for Grades 9–10**

**Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways**

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts:</p> <p>9. SL.9-10.4-6; L.9-10.1,3 10. W.9-10.1-10; WHST.9-10.1-2,4-10; L.9-10.1-6 11. W.9-10.1,8-9; WHST.9-10.1,8-9; L.9-10.1-3,6 12. W.9-10.4-5; WHST.9-10.4-5; SL.9-10.4,6; L.9-10.1,3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Productive (page 1 of 2)	<p align="center">Emerging</p> <p>9. Presenting Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</p> <p>10. Writing a) Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions by articulating some relevant textual evidence or background knowledge with visual support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p align="center">Expanding</p> <p>9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.</p> <p>10. Writing a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p align="center">Bridging</p> <p>9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.</p> <p>10. Writing a) Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>



EAL progression (E-A)



Achievement standards Bridging Units 1 and 2

Responding to oral, written and multimodal texts				
A	B	C	D	E
<ul style="list-style-type: none"> explains literal and implied ideas and information presented in short texts 	<ul style="list-style-type: none"> describes literal and some implied ideas and information presented in short texts 	<ul style="list-style-type: none"> identifies literal ideas and information presented in short familiar texts 	<ul style="list-style-type: none"> locates some literal information presented in short familiar texts with support 	<ul style="list-style-type: none"> locates very limited literal information in some short familiar texts with support
<ul style="list-style-type: none"> explains an attitude or point of view in simple texts 	<ul style="list-style-type: none"> describes an attitude or point of view in simple texts 	<ul style="list-style-type: none"> identifies a point of view in simple texts 	<ul style="list-style-type: none"> understands that texts have a purpose 	
<ul style="list-style-type: none"> explains the purpose of familiar text structures and vocabulary used in texts 	<ul style="list-style-type: none"> describes the purpose of familiar text structures and vocabulary used in texts 	<ul style="list-style-type: none"> identifies the purpose of familiar text structures and vocabulary used in texts 	<ul style="list-style-type: none"> identifies some familiar text structures and vocabulary used in texts 	<ul style="list-style-type: none"> locates simple text structures and vocabulary used in texts

Creating oral, written and multimodal texts				
A	B	C	D	E
<ul style="list-style-type: none"> communicates ideas for different purposes and audiences in oral interactions 	<ul style="list-style-type: none"> communicates ideas for familiar purposes and audiences in oral interactions 	<ul style="list-style-type: none"> communicates an idea for some familiar purposes and audiences in oral interactions 	<ul style="list-style-type: none"> communicates an idea for a familiar purpose in oral interactions 	<ul style="list-style-type: none"> communicates in limited oral interactions
<ul style="list-style-type: none"> creates texts that describe varied events and personal information clearly in different modes and mediums 	<ul style="list-style-type: none"> creates texts that describe events and personal information in different modes and mediums 	<ul style="list-style-type: none"> creates texts that recount experiences or personal information in different modes and mediums 	<ul style="list-style-type: none"> creates texts that recount aspects of experiences or personal information in different modes and mediums 	<ul style="list-style-type: none"> creates simple recounts or descriptions in different modes and mediums
<ul style="list-style-type: none"> uses familiar text structures and language features 	<ul style="list-style-type: none"> uses some familiar text structures and language features 	<ul style="list-style-type: none"> reproduces familiar text structures and language features 	<ul style="list-style-type: none"> reproduces some familiar text structures and language features 	
<ul style="list-style-type: none"> communicates simple ideas with clarity 	<ul style="list-style-type: none"> communicates simple ideas meaningfully with some clarity 	<ul style="list-style-type: none"> communicates simple ideas with limited control of expression 	<ul style="list-style-type: none"> repeats simple ideas with very limited control of expression 	<ul style="list-style-type: none"> demonstrates minimal control of expression



Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms <i>(continued)</i>				
	The student:			
Communication for different audiences and purposes in oral, visual, and written forms <i>(e.g., use of English in socially and culturally appropriate ways)</i>	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions <i>(e.g., grammatical structures, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms</i>	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills <i>(e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) in familiar contexts</i>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills <i>(e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) to new contexts</i>	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts <i>(e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing personal and career goals, and understanding cultural references in literature)</i>	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Proficiency Level Descriptors for California English Language Development Standards



Mode of Communication	English Language Development: Proficiency Level Continuum			
	→-----Emerging-----→		-----Expanding-----→	
	At the <i>early stages</i> of the Emerging level, students are able to:	At <i>exit</i> from the Emerging level, students are able to:	At the <i>early stages</i> of the Expanding level, students are able to:	At <i>exit</i> from the Expanding level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations; 	<ul style="list-style-type: none"> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others; 	<ul style="list-style-type: none"> express a variety of personal needs, ideas, and opinions and respond to questions using short sentences; initiate simple conversations on social and academic topics; 	<ul style="list-style-type: none"> express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse participate actively in collaborative conversations in all content areas with moderate to light support as appropriate;
Interpretive	<ul style="list-style-type: none"> comprehend frequently occurring words and basic phrases in immediate physical surroundings; read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; comprehend familiar words, phrases, and questions drawn from content areas; 	<ul style="list-style-type: none"> comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; demonstrate understanding of words and phrases from previously learned content material; 	<ul style="list-style-type: none"> comprehend information on familiar topics and on some unfamiliar topics in contextualized settings; independently read a variety of grade-appropriate text with simple sentences ; read more complex text supported by graphics or pictures; comprehend basic concepts in content areas; 	<ul style="list-style-type: none"> comprehend detailed information with fewer contextual clues on unfamiliar topics; read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print; read technical text on familiar topics supported by pictures or graphics;
Productive	<ul style="list-style-type: none"> produce learned words and phrases and use gestures to communicate basic information; express ideas using visuals such as drawings or charts, or graphic organizers; and write or use familiar words and phrases related to everyday and academic topics. 	<ul style="list-style-type: none"> produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; express ideas using information and short responses within structured contexts; and write or use learned vocabulary drawn from academic content areas. 	<ul style="list-style-type: none"> produce sustained informational exchanges with others on an expanding variety of topics; express ideas in highly structured and scaffolded academic interactions; and write or use expanded vocabulary to provide information and extended responses in contextualized settings. 	<ul style="list-style-type: none"> produce, initiate, and sustain spontaneous interactions on a variety of topics; and write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

Wales & Scotland – 5 stage models



England?

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.



English as an additional language (EAL)

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The Government is committed to supporting pupils for whom English is not a first language. In this section you can find resources regarding the Department's strategy for English as an additional language including case studies, information on key EAL initiatives and useful publications.

[EAL - 'Making the Grade' Key Stage 4 project](#)

Details of the 'Making the Grade' project, which aimed to implement and evaluate the good practice recommendations contained in the Ofsted report by focusing on a small group of Year 10 minority students throughout a two-year period.

[General article](#) 30 May 2012

[English as an additional language](#)

Information about resources available for supporting pupils with English as an additional language.

[Bundle](#) 06 June 2013

[Refugees, new arrivals and asylum seekers](#)

Information and resources available to teachers to assist refugees, new arrivals and asylum seekers.

[General article](#) 26 April 2012

[Useful LA websites](#)

A list of LA websites that focus on raising the achievement of minority ethnic pupils and students with English as an additional language.

[General article](#) 26 April 2012

English as an additional language (EAL)

Ethnicity

English as an additional language

 Share  Print Bundle

Updated: 06 June 2013

The Government is committed to supporting pupils for whom English is not a first language. In this section you'll find resources regarding the Department's strategy for supporting pupils with English as an additional language (EAL), including case studies and useful publications.

Downloads

 [A language in common assessing EAL](#) PDF, 437 Kb [Marking progress](#)

Training material for assessing EAL.

 PDF, 1 Mb[Help with document formats](#)

You may also be interested in

- [Refugees, new arrivals and asylum seekers](#)

Connected to this

Downloads

 [A language in common assessing EAL](#) PDF, 437 Kb [Marking progress](#)

Training material for assessing EAL.

 PDF, 1 Mb

Articles

 [Aiming high: meeting the needs of newly arrived learners of English as an additional language](#)

These materials aim to support schools working with newly arrived isolated learners of English as an additional language.

 GOV.UK Publication [Learning and teaching for bilingual children in the primary years: guided sessions to support writing English as an additional language](#)

This pack, for children in years 2 to 6, addresses the needs of advanced English as an additional language learners in developing writing.

 GOV.UK Publication

Links

 [Supporting children learning English as an additional language](#)

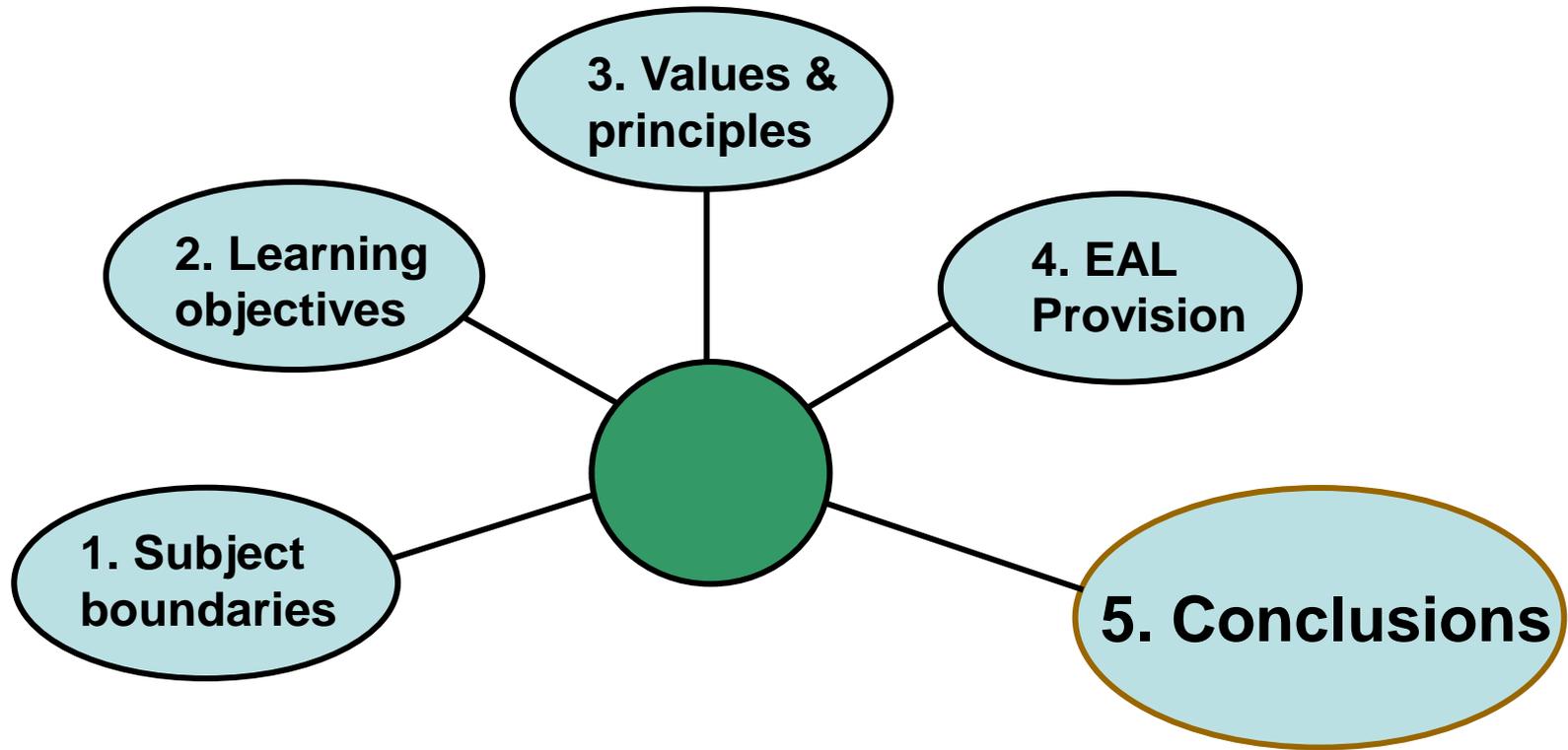
Guidance for practitioners in the early years foundation stage.

 [Excellence and enjoyment: learning and teaching for bilingual children in the primary year](#)

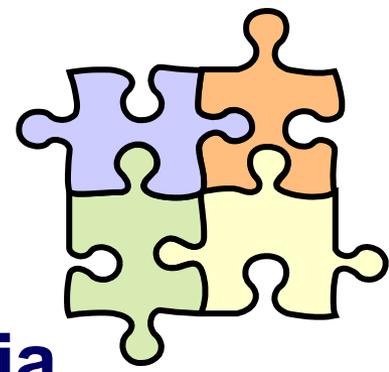
Primary EAL material

 [National association for language development in the Curriculum](#)

NALDIC works for pupils with English



5. Conclusions



- **Interdisciplinary & subject specific – the best of Ontario, Scotland, Australia & California**
- **Planning – encourage integrated language & learning objectives**
- **Link appendix & glossary to Aust. Literacy?**
- **Training in methodologies – collaborative, spoken language, foregrounding specific uses**
- **Discussion about programme models and EAL adjunct standards**

Pob luc ac diolch yn fawr.
Good luck and thankyou.