

## **Afternoon Seminars**

### **Group 1 Including refugee pupils in: EAL circle time in schools** ***Moira Brazil, LDS Kensington and Chelsea***

This workshop will give participants an overview of the Circle Time model as an approach to supporting pupils' full inclusion and language development within the whole-class setting. The opportunities Circle Time presents for developing active listening and scaffolding and extending oral language will be examined in light of current theories of EAL development. In addition, the opportunities for addressing issues and topics in PSHE through choice of themes for class Circles will be discussed using examples from Foundation through to KS3.

*Moira Brazil is Primary Refugee Education Teacher for the Language Development Service in Kensington and Chelsea. She has worked as an EMA teacher in several London authorities and in mainstream and bilingual education in Toronto, Canada, since 1986. She has conducted training in primary and secondary schools on the use of Circle Time to include and support EAL pupils, particularly those who are newly-arrived and/or refugees. She has recently begun an M.A. in Language, Culture and Education at King's College, London.*

### **Group 2 Progress in the Principality!**

*Jonathan Brentnall, EALAW*

Since devolution, England and Wales have been slowly diverging in terms of education policy and practice. Wales has its own national curriculum and inspection framework; Welsh second language is taught as a compulsory subject at all Key Stages; and mainstream Welsh-English bilingual education is well-established in many parts of Wales. As provision for meeting the needs of ethnic minority pupils in Wales has lacked any real evidence-base, the National Assembly for Wales commissioned EALAW to carry out a one-year study to gather information and explore the factors which impact on ethnic minority pupils' achievements in schools. This seminar will involve delegates in examining the nature and content of the project, looking at the materials being used and considering some provisional findings.

*Jonathan Brentnall has worked as an EFL teacher, an EAL support teacher and as a Project Leader coordinating work in Newport schools. He has published several books, co-authoring the 'Wellington Square Secondary Teacher's Resource Book', and authoring a series of six English teaching books called 'Write Away!' and a pack of activities for addressing race awareness in schools. He now works independently offering advice and training on Race and Diversity issues in schools, and is currently the Project Coordinator for the EALAW Research Project on the Achievement of Ethnic Minority Pupils in Wales*

**Group 3                      Analysing the grammar of writing**

*Dr Lynne Cameron, University of Leeds*

This workshop will introduce a method of analysing pupils' writing for clause and sentence structure, and choice of vocabulary. This analysis was used in a recent research project funded by OFSTED into the writing of EAL pupils at key stage 4, and it is hoped that it can be used more widely by teachers. I will show how the analysis works and participants will be able to try out the process for themselves and give feedback as to how feasible it is. By using examples of writing from the project (mock English Language GCSE exams), I will also report what we found out when we compared EAL pupils' writing with monolingual pupils' writing.

*Lynne Cameron is Senior Lecturer in TESOL in the School of Education at the University of Leeds, and Dean for Research in Social Sciences. She has taught and researched EAL learning for many years. Recent publications include work on vocabulary development and an OFSTED Research Report on the writing of advanced EAL students.*

**Group 4                      The Ways Teachers Talk**  
***Dr. Angela Creese, University of Birmingham.***

This workshop will consider teachers' talk in multilingual and multicultural classrooms. In particular, we will look at classroom interactions where two teachers are working together. We go on to consider how particular ways of speaking are institutionally endorsed and undermined by the school and wider societal debates on education. The workshop will involve exploring different ways of understanding classroom discourse and will engage the participants in working with classroom transcripts to understand the role language plays in positioning teachers in particular ways in the school.

*Angela Creese is lecturer in education and programme coordinator for MEd in Bilingualism in Education and MA Education (TEFL) at the University of Birmingham. Her interests are in discourse as social practice in educational settings and language policy and planning. She has worked as a researcher on several multi-disciplinary research teams with a focus on difference, diversity and collaboration. She has contributed to national and international journals on teacher talk in multilingual and multicultural settings.*

### **Group 5 The EAL Professional in 2002**

*Dr. Charlotte Franson, London Borough of Merton*

This session will discuss some of the issues with respect to the role of the EAL teacher and professional development. suggesting that professional development should not only offer ways in which EAL teachers might improve practice, but also challenge the 'why' of what they do and examine the rationale for their practice because only then, when they have a clearer conceptualization of themselves as professionals, will they be able to improve and develop their practice, and arguably, strengthen the field of EAL teaching. For EAL teachers to develop a strong professional identity, there need to be opportunities for discussion and a sharing of professional

knowledge, theories and belief, but this needs to be built upon a shared professional discourse. The NALDIC descriptors of good practice for EAL teachers are offered as a basis for developing EAL teachers' professional knowledge and discourse.

*Charlotte Franson has worked in the field of EAL in England for nearly 15 years and has worked in the area of language and education for most of her career. Her doctoral work focussed on the teaching of EAL learners in the mainstream classroom and she has written and presented papers both nationally and internationally about EAL policy and provision and teachers' professional development. She has taught in a range of international contexts, worked as a manager of EAL teaching services, and during her time at the University of Birmingham, developed a postgraduate distance education programme of study for professionals working with bilingual and EAL pupils. Currently, she is the Inspector for Access and Diversity with the London Borough of Merton*

### **Group 6 Assessment in EAL: Old problems, new challenges**

*Dr. Constant Leung, King's College London*

Teacher assessment of EAL development in the curriculum is a complex task. This session will discuss the merits and demerits of using of L1 and L2 models for different purposes of assessment. It will be argued that for formative purposes there is a need to adopt a conscious and explicit model of second language development. A sample of pupils' work will be used for hands-on analysis and the participants will be encouraged to consider the implications of their analyses for classroom practice.

*Constant Leung has taught in schools and worked as advisory teacher and manager in LEAs for over 15 years. He is Senior Lecture at King's College London and his research interests include classroom language pedagogy, second/additional language curriculum development and language policy. He was the founding chair of NALDIC and currently serves on the Executive Committee of the British Association for Applied Linguistics. He has written and published widely on additional/second language education and language assessment issues both nationally and internationally.*

**Group 7 Where DO they get their ideas from? (and what are we going to do about it?)**

*Dr. Geri Smyth, University of Strathclyde*

My research (Smyth, 2001) into mainstream teachers' responses to their bilingual pupils showed that the dominant Cultural Model (Gee, 1999) which informs their practice is that 'Bilingual Pupils need to become monolingual in order to succeed in school.' When we read the recent proposals of the Home Secretary regarding the education, language usage and lifestyle of bilingual families it is not surprising that these are the beliefs of those who work in a policy vacuum. As EAL and bilingual teachers we have a vital role to play in challenging these dominant Cultural Models however they manifest themselves. This session will: demonstrate the influence of this Cultural Model on the teaching of many bilingual children, deconstruct the most recent arguments of the Home Secretary to see how they reinforce this Cultural Model and examine a recent report commissioned by the Save the Children Fund into the education of refugee children in Glasgow. The intention is to strengthen participants' ability to challenge the dominant Cultural Models which so often inform the education of bilingual children

*Geri Smyth is a Senior Lecturer in Primary Education at Strathclyde University, Glasgow. Her particular interest in teaching and research is mainstream support for bilingual learners, an issue in which she designs and delivers pre-service and inservice courses for primary and secondary teachers. Her book, "Helping Bilingual Pupils to Access the Curriculum" will be published by David Fulton in early 2003.*

**Group 8 Reconsidering key principles in EAL teaching: what we've learned and where we go now**

*Manny Vazquez, HLS*

This workshop will review the 'big ideas', or key principles, from more than a decade of EAL teaching and learning. These include thinking skills, learning strategies, key visuals and interlanguage. The session will consider important areas for development arising from these ideas, and how they relate to current initiatives within the National Strategy at KS3, and at KS4.

*Manny Vazquez is Deputy Head of Hounslow Language Service. He has worked in the field of EAL since 1979. He is also a visiting lecturer for MA, PGCE and B Ed courses and has been a speaker at TESOL conferences. He has contributed to a range of professional journals and publications on the themes of language/content integration, and EAL assessment. He has recently contributed to the KS3 National Strategy EAL guidance for science teachers.*