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ITE GUIDANCE

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**EAL and initial teacher training:
Guidance for Providers**

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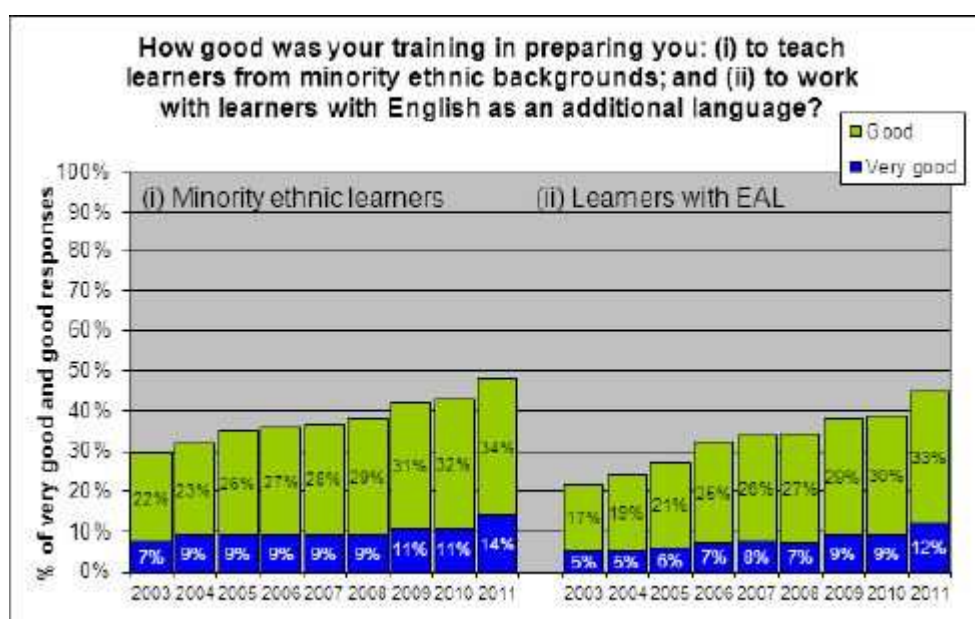
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I. Introduction

Nearly all teachers work with EAL and bilingual learners at some point in their careers. Preparing new teachers to work with these learners is a vital component of effective initial teacher training (ITT), whether this takes place in a school, through an HE institution or through a work based route. This guidance is intended to assist providers to develop programmes which support trainee teachers to meet the needs of pupils for whom English is an additional language (EAL).

Supporting teachers to respond to bilingual pupils' learning needs is a key task for all teacher educators. The twentieth century saw significant global movements of communities which have had important effects on teaching and learning in schools in the U.K. In England more than one in seven pupils is learning EAL and their future achievement in the education system will be determined by their success in learning English.

Although some institutions and organisations make excellent provision for equipping all student teachers with an awareness of the skills and knowledge to support the learning of pupils with EAL, the area has been identified as requiring further development through research focusing on the views of trainees, teachers and tutors (NALDIC, 2009, Institute of Education, 2009, Hall and Cakjler, 2010) and through TTA surveys of Newly Qualified Teachers. The most recent survey (TDA, 2011) found that only 45% of NQTs felt their training was good or very good in relation to preparing them to teach learners for whom English is an additional language.



Within the new Teachers' Standards every teacher must: 'Adapt teaching to respond to the strengths and needs of all pupils'. They must also 'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them'.

The guidance is based on evidence drawn from a range of research, theoretical perspectives and practice. It has been informed by the work NALDIC has undertaken to provide support and information on EAL for all professionals involved in initial teacher education.

The guidance takes account of current educational policy initiatives and recognises that there are a range of delivery models in initial teacher education and the importance of learning communities.

This guidance was originally developed in 2006 by a NALDIC working group whose members included Carrie Cable, Nicola Davies, Constant Leung, Raymonde Sneddon and Hugh South. It was updated in 2012 by a working group whose members included Jean Conteh, Nicola Davies, Constant Leung and Amy Thompson.

Additional support materials which accompany this guidance can be found on the NALDIC website at <http://www.naldic.org.uk/eal-initial-teacher-education>

Feedback on this guidance is welcomed and should be sent to enquiries@naldic.org.uk

References

Hall, B and Cakler W (2010) *Perspectives on initial teacher training and induction for teaching pupils with English as an Additional Language*

NALDIC (2009) *National Audit of English as an additional language training and development provision*

Institute of Education (2009) *EAL provision in schools – 10 case studies*

TDA (2011) *Newly Qualified Teachers Survey*

2. Teachers' Standards in England from September 2012

The Teachers' Standards come into force on 1 September 2012, and replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

The new standards apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers from the point of being awarded QTS.

The new standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of ITT will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards.

The Standards are in three parts, which together constitute the Teachers' Standards: the Preamble, Part 1 and Part 2. The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. Part 1 comprises the Standards for Teaching; Part 2 comprises the standards for Professional and Personal Conduct.

The new Standards for Teaching are presented as separate headings, numbered from 1 to 8 each which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. These bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Since the Standards for Teaching apply to the teaching of all pupils in all schools, providers will need to consider how they apply to the teaching of pupils learning EAL in order to ensure that these pupils receive the educational opportunities to which they are entitled. The main Standards for Teaching headings are reproduced below along with *selected* bulleted sub headings in order to highlight how the standards as a whole can be applied to the teaching of pupils learning EAL.

Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Standard 1 concerns expectations and setting suitable learning goals and challenges. For EAL learners this requires the teaching of language and curriculum together. It also implies an understanding of pupils' social, cultural and linguistic identities as well as school and societal attitudes and values. Trainees will need to understand the macro task facing EAL learners which may include progressing from a radically different starting point from other pupils; learning a new language and learning *through* a new language; learning the appropriate academic and social practices; and accommodating a new language, values, culture and expectations alongside their existing ones.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs

- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

Standard 2 highlights the importance of building on pupils' prior knowledge in order to plan for progression. In additional language learning, prior knowledge plays a major role in helping to make input in the 'language of schooling' comprehensible. Trainee teachers will need to develop an understanding of EAL and bilingual learners' specific educational, linguistic and cultural backgrounds and plan lessons which draw on their prior knowledge. This will encompass the particular issues to be addressed when they have pupils who are at different stages in their learning of English, pupils who are new to English and the National Curriculum, pupils who are refugees or asylum seekers, or pupils who have had disrupted education. Providers will need to ensure that trainees understand the diversity of backgrounds of pupils learning EAL and the distinctive nature of their needs. Trainees will need to identify ways of building on pupils' previous experiences including the use of pupils' first languages for learning and the use of dual language resources in their teaching.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Standard 3 highlights the importance of teaching language across the curriculum, a key issue for bilingual learners. The scope of this standard includes the language of individual subject areas and requires an understanding of the relationship between language form and function. This involves the ability to pay attention to the language used in specific subject areas both in the classroom and in teaching materials. It also encompasses paying specific attention to the needs of bilingual pupils who are learning to read and write in English. Trainees will need to be able to describe language in linguistic term and to understand the differences between literacy and oracy and between everyday communication and academic discourse. Trainees will need to begin to analyse the language requirements of particular subjects and topics and plan activities to meet these.

4. Plan and teach well structured lessons

Standard 4 requires trainees to plan and teach lessons which are well structured for all their learners. For EAL and bilingual learners, this will require the consideration of both language and content aims. The aim is not to transmit knowledge about language but to promote effective participation in learning. Trainees will need to identify and select appropriate visual and auditory resources to support content learning and develop resources and activities to meet specific EAL learning objectives. Activities might include the use of multimodal materials such as graphic organisers or co-operative activities with other pupils.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Standard 5 specifically addresses the need to use and evaluate **distinctive** teaching approaches to engage and support EAL and bilingual learners. There is welcome recognition in this standard that every teacher should be able to make appropriate provision for pupils with EAL in their classroom and that teaching approaches and activities need to be adapted to meet specific strengths and needs. For EAL and bilingual pupils, this will require, as a minimum, language conscious teaching which addresses both language and content aims. Trainees will therefore need to develop a knowledge of language to help them analyse the language of their pupils and the communicative and academic language they need to learn.

6. Make accurate and productive use of assessment

- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Standard 6 concerns the accurate and productive use of assessment. Trainees should be able to identify different levels of EAL attainment and use formative assessment to note and address particular strengths and gaps in pupils' linguistic knowledge. This may mean recasting pupils' utterances, the use of suitable questioning and grouping strategies or teaching key language patterns explicitly. This may also involve trainees in working with specialist colleagues on individual language planning.

7. Manage behaviour effectively to ensure a good and safe learning environment

Standard 7 concerns effective classroom management. For linguistically diverse classrooms this will involve recognising and putting into practice the distinctive teaching approaches noted above.

8. Fulfil wider professional responsibilities

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- communicate effectively with parents with regard to pupils' achievements and well-being.

Standard 8 refers to working with support and specialist staff which will include specialist EAL staff. Trainees will need to be involved in the planning and preparation of activities, with the support of bilingual and/or specialist teachers or other professionals. It also includes directing interventions or focussed teaching and implies an understanding of the distinctive needs of bilingual pupils as opposed to those with learning difficulties. The scope of this standard also includes developing effective communication with parents from culturally and linguistically diverse communities.

3. The background to provision for EAL pupils

An understanding of the context of provision for pupils learning EAL is essential for ITE providers and student teachers. Provision for pupils learning English as an additional language raises issues not only of language and pedagogy, but also of rights and entitlements, social integration and equality of access to public provision.

In 1966, Section 11 of the Local Government Act made available funds "to help meet the special needs of a significant number of people of commonwealth origin with language or customs which differ from the rest of the community." (Home Office 1990). In general, support for early stage EAL learners took place in specialist and separate Language Centres or through withdrawal from mainstream classes in schools.

The findings of a 1986 Commission for Racial Equality report of a formal investigation in Calderdale Local Education Authority led to the closure of separate Language Centres. Specialist language support was subsequently provided in schools and usually in the context of mainstream classrooms.

In 1999, the DfEE Ethnic Minority Achievement Grant (EMAG) replaced Home Office Section 11 funding. This grant was distributed to local authorities on a formula basis relating to the number of EAL learners and the number of pupils from 'underachieving' minority ethnic groups in local authorities, combined with a free school meals indicator. Each local authority was required to devolve the bulk of this funding to schools.

The EMA grant was intended to *'narrow achievement gaps for those minority ethnic groups who are underachieving and to meet particular needs of pupils for whom English is an additional language. The purpose of the grant is two-fold;*

- *To enable strategic managers in schools and LEAs to lead whole school change to narrow achievement gaps and ensure equality of outcomes.*
- *To meet the costs of some of the additional support to meet the specific needs of bilingual learners and under-achieving pupils. Each local authority was required to devolve the bulk of this funding to schools.'*

The bulk of this grant was required to be devolved to schools in a local authority area and was required to be spent only on the purposes outlined above, whether by local authorities or by schools.

In 2011, despite significant opposition, the Ethnic Minority Achievement Grant was mainstreamed into the Direct Schools Grant and schools were allowed complete freedom over its use. At the time of writing there is no clear indication whether any additional funding will be made available to schools after April 2013 to meet the needs of bilingual pupils.

The transfer of funding responsibility from the Home Office to the DfES in 1999 was accompanied by a significant increase in the visibility of EAL issues in terms of educational policy initiatives and publications. After many years of neglect, there was an increased recognition of the language and curriculum learning needs of ethnic and linguistic minority pupils and an effort to increase the level of teacher awareness and teacher professionalism in this field.

In recent years, most government publications have included some guidance specifically focused on the learning of pupils for whom English is an additional language. This was cemented by the development of a specialist unit at the Department for Education and Skills. A further significant factor was the development of a strand of EAL work within the Primary and Secondary National Strategies which was accompanied by many publications for teachers and managers. In 2008, the TDA made the improvement of teaching for EAL learners one of its key priorities and launched a five year EAL strategy in 2009.

These developments reflect the current policy position which is that provision for EAL pupils is closely concerned with equal access and equal opportunities for all. This is seen as best achieved through a

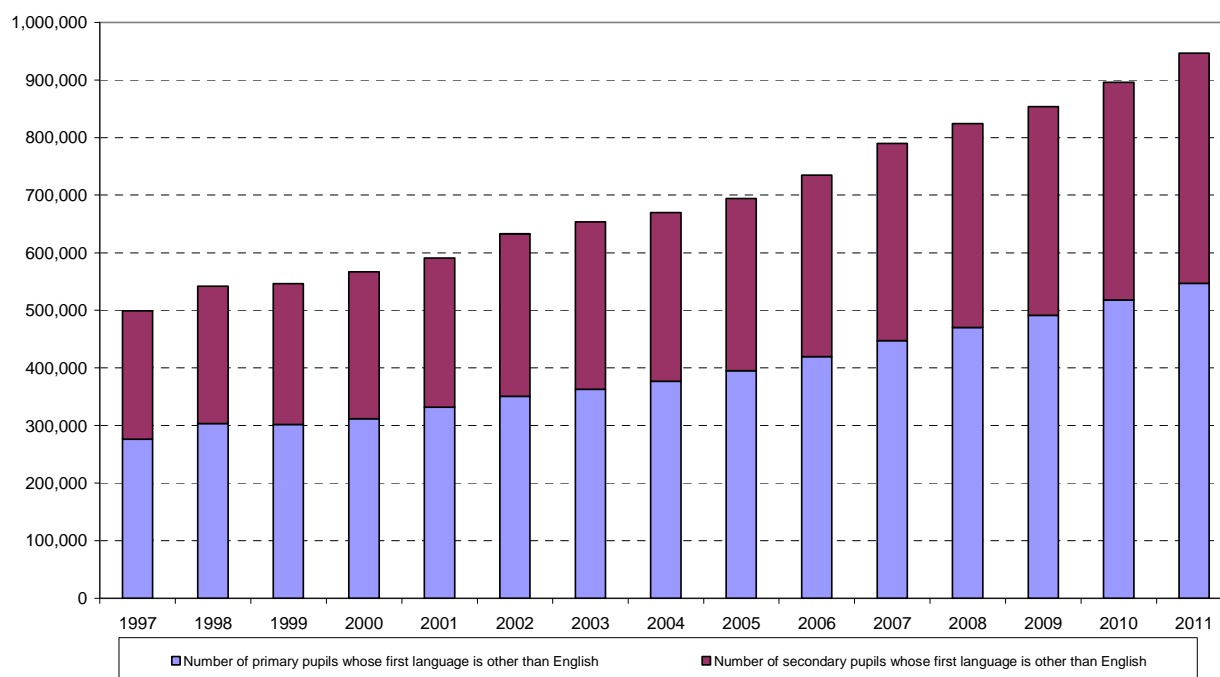
combination of whole school development and the student oriented adaptation of mainstream pedagogic practice within the classroom. This de facto policy position has been consistent since the mid 1980s and is that:

- Pupils learning EAL, as with all pupils, should have equal access and equal opportunity, with English as the preferred language of schooling for bilingual pupils.
- Minority languages are valued and celebrated as worthwhile but academic attainment is only achieved through the medium of English
- The priority to develop English is the underlying assumption about language in the classroom and so minority language development is not addressed systematically
- Mainstream curriculum provision is the universal English-medium curriculum, with no dedicated EAL extension for bilingual pupils.
- Statutory assessment for pupils with EAL is the same as assessment for native or mother-tongue English speakers

The impact of this policy position on teacher education is that EAL is not a PGCE specialism as it has no curriculum status or discrete content and is therefore considered just a matter of teaching strategies for teachers. The implication is that teachers to be skilled up to develop inclusive teaching techniques in their professional practice where opportunities are available.

Whilst this policy has been broadly unchanged since the mid 1980s, the linguistic landscape has changed dramatically.

Number of pupils learning EAL 1997-2011



There are now nearly a million pupils (aged 5-16) who are bilingual or learning EAL in English schools and these pupils make up nearly 15% of all pupils nationally. These include pupils from settled and settling groups including 3rd or 4th generation 'New Commonwealth' heritage young people, local young British people with local vernaculars, school language as well as local community languages. There are also family arrivals within these settled minority communities as well as a relatively small number of asylum seekers and refugees. In addition there are entrants who may or may not settle permanently in the UK. This includes EU citizens with rights of residence and most social and educational entitlements as well as skilled migrants from everywhere. For example there are now more Polish speakers in English schools

than Gujarati speakers, even though Polish families have only had right of settlement through accession to the European Union in 2004.

This rapid change and super diversity has implications for the policy for EAL. formed in a different age. Many of the assumptions which underpin policy and belief no longer hold true. For example:

- Pupils may not stay in Britain on a long term basis
- Pupils may not enter school at a relatively young age
- Pupils may be familiar with European-style schooling and cultural practices
- Pupils and their families may not see English language learning as part of broader struggle for race equality, multiculturalism and cultural and social integration but rather as an urgent but everyday requirement

This new situation raises questions of whether English (as a National Curriculum subject) and associated literacy teaching is in principle appropriate and sufficient for the language development for all, irrespective of language and experiential backgrounds and whether pupils' active participation in everyday classroom activities constitutes a sufficient curriculum condition for EAL development. Similarly questions arise as to whether teacher training for EAL can simply be about 'inclusive' teaching techniques.

4. Key issues to be addressed in initial teacher training

An understanding of the language learning needs of EAL pupils and the ability to draw on teaching methods and strategies to meet these needs are an important and necessary part of every teacher's responsibilities. Bilingual pupils' progress in learning English and their academic and social achievement in schools and society will depend to a great extent on the knowledge, skills and understanding their teachers have of supporting their distinctive needs through the process of teaching language and content.

Nearly all teachers will teach EAL learners at some stage in their careers. The opportunities that trainees have to teach pupils learning EAL will vary from course to course and from school to school. Some teachers will have access to the advice and support of professionals who have expertise in the teaching of bilingual children, but many will not. Nevertheless, all trainee teachers need to understand how to adopt distinctive teaching approaches to support pupils' language development and access to the curriculum.

What do trainees need to know and understand?

EAL pedagogy is a set of systematic teaching approaches which have evolved from classroom based practices in conjunction with the development of knowledge through theoretical and research perspectives. These approaches meet the language and learning needs of pupils for whom English is an additional language. They can be used in a wide range of different teaching contexts. So that trainees can meet the standards set out earlier, initial teacher education should provide opportunities for trainees to know and understand:

- a) progression in second/additional language learning;
- b) the kinds of additional information that they will need to find out in order to assess pupils needs accurately and how to use this information in their planning to set challenging expectations;
- c) how they can draw on pupils' bicultural and bilingual knowledge and experience, including their first languages in their teaching;
- d) some of the ways in which they can plan to teach language alongside content
- e) some of the teaching approaches, learning activities and resources they can use in their classrooms to support pupils' language development and access to the curriculum;
- f) how they can take account of the variables that apply in different contexts, and capitalise on the potential for working in partnership with specialist colleagues where available.

A consultation seminar convened by the TTA (Bourne and Flewitt, 2002) identified broadly similar areas for which trainee teachers would need to be prepared to be able to meet the standards and to work effectively with pupils learning English as an additional language. The concluding recommendations of the seminar were that trainees would need to:

- a) Be familiar with models of bilingualism and second language acquisition and current research evidence and how they relate to practice in the classroom;
- b) Be familiar with good practice in inducting new arrivals into school;
- c) Learn to become familiar with their pupils' social, cultural, linguistic, religious and ethnic background and traditions;
- d) learn strategies for supporting the learning and literacy of developing bilinguals through speaking and

listening, the use of first languages, visual aids and practical activities to embed teaching in a comprehensible context;

e) learn to analyse the linguistic demands of a task in their subject area so as to extend and develop the English language skills of learners across the curriculum;

f) know about the benefits of bilingualism and the importance of first language to personal identity as well as to the development of English;

g) know that bilingual pupils who have achieved fluency in spoken English may need support in developing written academic English;

h) be aware of the pitfalls of assessing pupils from diverse backgrounds and be introduced to current models of assessing second language learning;

i) learn to differentiate between EAL and SEN needs and to consider the effects of grouping and the possible discriminatory effect of placing them alongside pupils with learning difficulties.

j) Know how to gain access to resources and further support when they need it;

k) Have opportunities to work alongside specialist staff, and learn how to deploy other professionals and volunteers to support children's learning;

l) Learn to manage the classroom and the grouping of children to maximise learning opportunities

m) Be familiar with research evidence that shows how monitoring data can be used to raise achievement;

n) Learn how to build relationships and develop partnerships with families and carers, relevant community organisations and the complementary education sector.

A research study of NQTs perceptions of their initial teacher training (Hall & Cajkler, 2010) identified 6 areas that newly qualified teachers considered their training should include:

- Teaching skills for EAL
- Developing resources
- Language, culture and communication
- Inclusion and Differentiation
- Assessment
- Induction and progression

Principles in practice

Essential teacher knowledge and understanding about EAL has most clearly been identified in a 'handbook for all teachers' - *The Distinctiveness of English as an Additional Language: a cross-curricular discipline* (South, 1999). This publication is directly concerned with what teachers of pupils with EAL need to know in order to carry out effective classroom work. It defines the distinctive features of teaching and learning EAL, the knowledge base which informs EAL, the learners and the tasks they face, and outlines EAL pedagogy including the following principles.

1. Activating prior knowledge in the pupil.

In second/additional language learning, prior knowledge plays a major role in helping to make second language input comprehensible. Enabling pupils to draw on their knowledge and experience will help to give significance to their learning.

2. Recognising and using first language knowledge.

Research has shown that strong development in the first language assists second language learning. There are a number of additional reasons why maintaining the development of the first language is beneficial for bilingual pupils. Bilingual teachers and classroom assistants will be able to support cognitive and language development, and monolingual teachers can also recognise and make use of pupils' first language knowledge.

3. The provision of a rich contextual background to make the input comprehensible.

Pupils learning EAL require opportunities to draw on additional contextual support to make sense of new information and language. Content learning for pupils with EAL can be greatly improved through the use of visual support.

4. Actively encouraging comprehensible output.

Encouraging pupils learning EAL to produce spoken and written language from an early stage of the lesson(s) onwards is important for both cognitive and linguistic development. The active production of the target language provides opportunities for learners to be more conscious of their language use, and to process language at a deeper level. It also brings home to both learner and teacher those aspects of language learning which will require additional attention.

5. Drawing the learner's attention to the relationship between the language form and its function; key grammatical elements are pointed out and made explicit.

Whatever language is needed to talk about the content, it should be used in ways that allow learners to take note of the language itself. This means that although the content is usually the focus of the instruction, attention should be drawn to language as well. This can mean explicit comment on forms, structures and functions of the language that is used to convey the content, as well as in more indirect ways of calling attention to language.

6. Developing learner independence.

Learners need to become increasingly independent in their use of a range of strategies. The teacher has a key role in encouraging pupil independence through the instruction → assessment → feed-back cycle of formative assessment.

5. Taking a fresh look at EAL within an ITE programme

There will be a number of effective models for delivering the knowledge, skills and understanding which trainees require to meet the needs of pupils for whom English is an additional language. The principles which should inform these will include inductive and deductive approaches to broad principles and knowledge; sustained engagement and practice; mentoring and observation; trial and error; a developmental and staged approach. ITT contexts in which trainees can practice what they learn in training sessions and can reflect in those sessions on what was observed in the classroom provide an optimal learning situation.

NALDIC's work with ITE providers has suggested that contrary to established principles in early professional development, many providers address EAL and diversity issues in one-off sessions by a guest speaker who has no longer term impact or involvement in the programme. It also suggests that EAL is a low priority for a surprising number of providers and that many ITE professionals feel they need additional guidance and support in this area. Those working in school based provision and providers in mainly monolingual areas find EAL a particular challenge. However, providers in both low and high diversity contexts find ways of meeting this challenge where there is a commitment to EAL issues.

The majority of programmes include dedicated sessions that are generally located in Professional Studies or English courses. Some providers in urban areas offer short courses or modules as an EAL subject specialism although these are rarer in low linguistic diversity contexts. The following models illustrate some typical ways that EAL issue are raised within ITE programmes

Centre based one year PGCE Primary Programme

Structure and content	Two dedicated sessions in Professional Studies: first session provides a context for linguistic diversity in east London; later session focuses on theory and practice of bilingualism and the teaching of English as an additional language. Two dedicated sessions in Professional Studies on racism awareness, the legal framework and personal development. Part of session on using data to identify achievement patterns and plan appropriate initiatives. Two dedicated sessions in the English programme: the first session on linguistic diversity and awareness of languages; a later session on working with bilingual learners.
Embedding in sessions	Using dual language books in literature and story telling sessions Using Hester's Stages of English and noting the use of languages other than English as a category in the assessment profile used by trainees in school. Making reference to bilingual learners in all sessions.
School experience	At least one of the trainees' two placements is in a multilingual school.
Directed tasks and Assignments:	The EAL task file contains observations, interviews and activities to be carried out in an environment where there are bilingual children. The file includes an extensive reading list, pro-formas to support planning for early and advanced learners of English, a copy of Hilary Hester's Stages of English and a summary of key theoretical issues and how they relate to classroom practice. One assignment includes developing a lesson plan and evaluation including pupil's comments. The rationale and an evaluation is approximately 1000 words and links to trainees reading on the topic of linguistic diversity
Commentary	<i>Need for specialist tutor knowledge and staff development. Relies on placement in a multilingual school</i>

Centre based one year PGCE Secondary Programme

Structure and content	<p>The Teacher development Course includes dedicated sessions on:</p> <ul style="list-style-type: none"> • How children learn • English as an additional language • Anti-racism and Citizenship <p>The Subject course includes dedicated sessions on:</p> <ul style="list-style-type: none"> • Introduction to language in the context of the subject • Subject lesson taught by bilingual trainees in their first language • Subject session with a local authority EAL consultant focusing on language issues in relation to curriculum area
Embedding in sessions	<p>EAL issues feature:</p> <ul style="list-style-type: none"> • in trainees' discussions and reflections on their own experiences as readers, speakers and writers in a wide variety of taught sessions • in ensuring consideration of EAL is an integral element of all planning and teaching • in independent study and the use of recommended reading to meet subject knowledge targets. Trainees use Blackboard (VLE) to reflect on case study material
School experience	<p>Placements are in a wide variety of schools in contrasting contexts. Some student teachers may gain very limited experience of working directly with EAL learners whereas others may gain extensive experience. Experience of teaching pupils with EAL is shared through peer discussion using Blackboard. School based observation with EAL focus.</p>
Directed tasks and Assignments:	<p>Directed tasks carried out in school placements.</p>
Commentary	<p><i>Mentors undergo training in EAL issues. Specialist tutor leads professional development of subject tutors. Links made with local EAL specialists through taught sessions and on school placements if appropriate</i></p>

Centre based three year BA QTS Primary Programme

Structure and content	<p>There is a full day induction focusing on Equal Opportunities and an introduction to working in linguistically and culturally diverse classrooms.</p> <p>Year 1 specialism - Language and Identity</p> <p>Year 3 specialist option - English as an Additional Language , a ten week programme which covers the following issues:</p> <ul style="list-style-type: none"> • Bilingual learners; their background, languages and learning needs; • First and second language acquisition, bilingualism; • Learning in a second language; talk; • Early stage learners - reading; • Developing fluency in reading across the curriculum, language demands; • Early stage learners - writing • Writing; developing fluency in a range of genres; • Assessment; • A culturally diverse curriculum; • Working with other adults and with parents and the wider community.
Embedding in sessions	<p>Year 1 English core: Engagement with Text, including a lecture and workshop on supporting bilingual learners and language awareness.</p> <p>Year 2 English core: Cross curricular "themed week" on inclusion and differentiation.</p> <p>Year 3 English core: English across the curriculum, including the language demands of tasks.</p>

School experience	At least one of the trainees' two placements is in a multilingual school.
Directed tasks and Assignments:	The specialist option is assessed through a 3,000 word assignment: to plan a session and prepare resources to support a bilingual learner in a chosen subject area. Indicate what the learner's needs are and in what way plans and materials are intended to meet these. Show how a theoretical understanding of teaching EAL has informed the organisation, planning and resources.
Commentary	<i>Need for specialist tutor knowledge and staff development. Relies on placement in a multilingual school</i>

School based primary PGCE Programme

Structure and content	The taught course is intended to ensure that all trainees receive an understanding of teaching pupils with EAL and includes sessions across all three terms. Includes significant input developed through partnership with London based SCITT. The taught course includes sessions on <ul style="list-style-type: none"> • Bilingualism and developing English as an additional language • Conducting an EAL audit • Assessing the stage of language acquisition of learners of EAL • Amending planning to take account of the needs of EAL learners These sessions are supported by an EAL specialist from the regional EAL service
School experience	Very few of the trainees have opportunities to work directly with pupils learning EAL as this area is one of low linguistic diversity. All trainees visit a multilingual school through partnership with London based SCITT. A video conference with trainees in the London based SCITT is held termly. The initial video conference is used to prepare trainees for their visit to the multilingual school. During the school visit, students conduct an EAL audit. Later video conferences provide opportunities for learning discussions and reflections.
Directed tasks and Assignments:	Trainees amend planning for a recent lesson to take account/support an early stage bilingual learner. Trainees use the Pauline Gibbons planning framework to review and note activities, language functions, language structures and vocabulary.
Commentary	<i>Need for specialist tutor knowledge. Builds on partnership with SCITT in multilingual area and local EAL specialist teachers.</i>

These models of course structure are drawn from a variety of contexts and demonstrate how the effective teaching of bilingual children can run as an integrated strand through an ITE programme. Student teachers will benefit from a programme that is integrated but also identifies specific linguistic knowledge as well as raising awareness of the different backgrounds and experiences that bilingual learners bring to the classroom. Any programme will need to incorporate principles and strategies that support trainees to combine language and content teaching. These models indicate how dedicated sessions, integrated input, tasks and teaching practice are combined to support trainees' development in this area.

ITE providers will need not only to devise appropriate models but will also need to consider the contribution of various partners in delivering elements of the programme, for example mentors or professional tutors. They will need to consider how to provide development for all professionals involved in programme delivery as well as the contribution of specialist tutors and external contributors.

Training providers may find the following grid useful in both assessing the range of learning opportunities they currently offer to trainees and negotiating contributions and embedding issues across courses.

Learning opportunities grid

Learning opportunities	Examples of range of tools or activities	Resources
Workshops or Taught Sessions	Sessions or workshops on <ul style="list-style-type: none"> • progression in second/additional language learning; • drawing on pupils' bicultural and bilingual knowledge and experience • assessing pupils needs • planning for pupils' language and content learning; • supporting pupils' language development and access to the curriculum in subject specific contexts 	Professional tutor Subject tutor Mentor Visiting EAL specialist
Supported practice	Working alongside/team teaching with experienced EAL specialist Lesson planning with experienced EAL teacher or specialist assistant Mentoring by an EAL specialist	Mentor with EAL specialist
Observation	Observing (real or virtual) <ul style="list-style-type: none"> • experienced mainstream teacher in diverse setting • experienced EAL specialist • experience of an EAL learner in school • contributions of EAL learners in a lesson 	Professional tutor Mentor EAL specialist
Feedback on practice	Specific focus on practice in relation to learners of EAL	Professional tutor or mentor
Reflection or learning discussions	Using case study or video material to develop an understanding of practice, for example NALDIC vignettes, pupil portraits or NALDIC Quarterly articles Peer discussion through virtual learning environment	Professional tutor Mentor Peers
Research and enquiry	Directed tasks relating to linguistic diversity, policy and practice in relation to a school or local authority Research into resources available nationally Research into evidence relating to language, ethnicity and achievement at a school, local authority or national level	Professional tutor Mentor
Supporting practice through developing documentation	Adapting planning to take account of the language demands of the subject and tasks Assessing pupils' levels of English language development through real or video/case study materials using local language scales and EAL assessment systems	Professional tutor Mentor EAL/EMA specialist

Adapted from Draft Workshop Materials: Paper 1 | Developing ITT in EAL TTA 2005

7. Annotated bibliography

These following texts featured most regularly in the reading lists of participating ITE providers

Baker, C. 2006. Foundations of bilingual education and bilingualism. (5th edition) Clevedon: Multilingual Matters.

This key text provides an overview of theoretical models of bilingualism and second language acquisition and reviews key research findings that underpin that underpin models of education for bilingual children internationally. It addresses the political issues and controversies surrounding the topic and provides information on a wide range of classroom practice. It is an indispensable guide for the tutor planning a specialist course with a solid grounding in both theory and practice. Of particular relevance to all courses on EAL are chapters 5 to 8 on the development of bilingualism and the relationship between bilingualism and cognition.

Baker, C. and Hornberger, N. Eds. 2001. An introductory reader to the writings of Jim Cummins. Clevedon, Multilingual Matters.

Cummins has developed a research based theoretical framework for bilingual development and education which is widely used in the education of teachers of English as an Additional Language. This introductory reader is a collection of key papers that tracks the development of this framework from the 1970s to the 1990s. The framework covers issues of bilingual language development, classroom practice and social justice. A particularly influential article on the empowerment of minority students is included (Empowering Minority Students: a Framework for Intervention). The book provides tutors and students with an understanding of the important role of theory as a mediator between research and classroom practice.

Cable, C 2009. Developing a bilingual pedagogy for UK schools NALDIC Working Paper 9 Reading: NALDIC

This book has been welcomed by tutors as it presents both theory and practical guidance on making bilingualism an integral part of teaching and learning in today's classrooms. It opens with chapters on the rationale for and background to the need for a bilingual pedagogy; Chapter 3 explores principles of pedagogic practice and Chapter 4 presents through explication and exemplification approaches and strategies across a wide spectrum of learning environments. Available from www.naldic.org.uk/eal-publications-resources/Shop/shop-products/naldic-online-shop

Cameron, L. 2003. Writing in English as an Additional Language at KS4 and post-16. OFSTED.

This study investigated the skills of pupils who had been in the UK for five years or longer and were underachieving. It identified common weaknesses in the quality of content, sentence structure, and word level grammar as well as difficulties in organising and writing extended texts; difficulties were also noted in writing in a range of genres. The examples of pupils' writing included in the appendices, the framework used for analysis and the implications and suggestions for teaching make this a valuable document for use in ITE in all training contexts at secondary level. The full report is available online at www.ofsted.gov.uk. An article by the author reviewing the key points can be found at www.naldic.org.uk/docs/NN295.doc

Cameron, L. and Besser, S. 2004. Writing in English as an Additional language at Key Stage 2. DfES

This research project was commissioned by the DfES from the author of Writing in English as an Additional Language at KS4 and post-16 to provide further information about the features of the writing of pupils at KS2 who are advanced learners of English as an additional language. A research study that analyses scripts from English tasks to explore the distinctive features of the writing of advanced learners of EAL. As well as noting the strengths and the richly figurative writing of EAL learners attaining levels 4 and 5, the study identifies the difficulties experienced by many EAL learners in their writing. This is a valuable document for all student and trainee teachers in the Primary phase. It will be of particular use in low diversity settings, as the examples of pupils' work in the appendices can be used in training sessions.

Conteh,J., 2003. Succeeding in Diversity; culture, language and learning in primary classrooms. Stoke-on-Trent, Trentham Books

This ethnographic study of a group of successful bilingual learners at KS2 set out to explore the factors that helped pupils to succeed in mainstream classrooms. Interactions and experiences in the home, the school and the community and how these are built on in the classroom, are explored. The text offers guidance and suggestions to enable teachers to create a classroom culture that values pupils' experiences and builds on their strengths, by placing the concept of diversity at the heart of the curriculum. The study provides teacher educators, student and trainee teachers with guidance and suggestions for valuing pupils' experiences and building on their strengths. It is particularly useful in low diversity settings in which trainees may have had little awareness or experience of the many issues, such as teacher perceptions, expectations and stereotypes, that affect the attainment of learners of English as an additional language.

Cummins, J. 1996. Negotiating Identities: Education for Empowerment in a Diverse Society. Ontario, C.A.B.E.

This is a text widely used by ITT providers to introduce trainees to the complex issues of language, identity and social justice that underpin the education of pupils from minority ethnic communities. The book addresses key issues that promote successful learning in multilingual classrooms. Chapter 2 in particular discusses policies and practices that disempower minorities and lead to educational failure. The book also provides substantial evidence of good practice from a range of social and educational contexts.

Datta,M. (Ed.) 2001. Bilinguality and Literacy: Principles and Practice. London, Continuum.

This is one of the most widely used texts to introduce trainees to bilingualism on ITT courses. It offers teachers examples of how bilingual children developing literacy can benefit from practice based on theory and research. The chapters written by Datta herself and Ross offer teachers new to the topic a context for the teaching of literacy to bilingual pupils and strategies that are directly applicable in the classroom.

Edwards,V. 1998. The Power of Babel. Teaching and Learning in Multilingual Classrooms. Stoke-on-Trent. Trentham Books.

This is a very practical book for teachers that addresses the challenge of understanding and promoting language diversity in the mainstream classrooms. It has chapters on whole school procedures for finding out about languages used, for building relationships with families and for promoting speaking, reading and writing in the languages used by children in the school.

Gibbons,P. 1991. Learning to Learn in a Second Language. Newtown, N.S.W. P.E.T.A.

This classic text on the teaching of English to EAL was written for the Australian context, but has been widely used by teachers of bilingual children in this country. It is widely recommended in ITT courses as, as well as addressing the learning needs of bilingual pupils in all areas of the English curriculum, it provides a range of classroom strategies that represent good practice for all learners.

Gibbons,P. 2002. Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, USA. Heinemann.

This book, a follow up to the previous one, is a must for all teachers who are working with learners of English as an additional language. It presents a wide range of excellent classroom strategies which cover speaking and listening, reading and writing in a second language, learning language and learning about language. The book is particularly good on supporting more advanced learners of English and it links practice to Cummins' theoretical model. This is a recommended key text in many ITT courses. This book is available from <http://www.naldic.org.uk/eal-publications-resources/Shop/shop-products/naldic-online-shop>

Gravelle,M. 1996. Supporting Bilingual Learners in Schools. Stoke-on-Trent. Trentham Books.

This text, written by a lecturer in ITT with extensive experience of working with bilingual learners, is a text widely used in teacher education and aimed specifically at teachers in British classrooms. It provides

a policy context and addresses issues of language learning by bilinguals, a relevant curriculum as well as the importance of first language. It has a particularly valuable section on inducting new children into school. It is written in a very accessible style, links theory and research to practice, and is ideal for use by trainee teachers.

Gravelle, M. (Ed.) 2000 Planning for Bilingual Learners: an Inclusive Curriculum. Stoke-on-Trent. Trentham Books.

This book presents a set of papers written by teachers experienced in working with learners of English as an additional language. As well as providing examples of strategies for use in developing writing, mathematics, geography, etc. the book promotes a framework for planning to meet the needs of bilingual learners in different educational contexts and key stages.

Kenner, C., 2000 Home Pages – Literacy Links for Bilingual Children. Stoke-on-Trent. Trentham Books.

This book is recommended by ITT providers preparing trainees for the Foundation Stage. It is one of the few texts available to describe the home literacy practices of young bilingual children. Based on very interesting case studies of young bilinguals, it describes their awareness of the languages available to them and the use to which they put. The author provides practical ideas on how to support children's development in all their languages in the mainstream classroom.

Leung, C. and Creese, A. (eds.) 2010 English as an additional language: approaches to teaching linguistic minority students. London: Sage.

This book provides accounts of learning and teaching practices in classroom contexts. Each chapter describes an approach that is responsive to and positive about linguistic diversity and sets out guiding principles, examples, questions and further reading. Tutors have found this book a source of easy to use and accessible readings that provide ideas for adaptation to local contexts and circumstances. Available from www.naldic.org.uk/eal-publications-resources/Shop/shop-products/naldic-online-shop

Parke, T., Drury, R., Kenner, C., Helavaara Robertson, L. 2002. Revealing Invisible Worlds: Connecting the Mainstream with Bilingual Children's Home and Community Learning. Journal of Early Childhood Literacy. Vol 2 (2) pp 195-220.

The article draws together studies by four researchers who have studied young bilingual children in their Early Years settings, homes and communities. The article provides both a theoretical context and case studies of children developing in both English and their first language. The researchers note "Bilingual children are constantly engaging with both or all of their languages in a complex learning process of which mainstream educators are largely unaware. It is a process that will continue whether or not the mainstream recognizes it" (p.220). While this article is useful in all ITE settings, it will be particularly helpful in areas where there is little opportunity to observe bilingual children directly. The case studies highlight the danger of teachers assuming that children's English language skills are their only competence and ignoring, in assessment, the children's often much greater levels of skill in their home languages.

South, H. 1999. The Distinctiveness of English as an Additional Language: a cross curricular discipline NALDIC Working Paper 5 Watford: NALDIC

This key text is subtitled 'A Handbook for all teachers' and is recommended for student teachers as it is directly concerned with what teachers of pupils with EAL need to know in order to carry out effective classroom work. It defines the distinctive features of teaching and learning with EAL, the knowledge base which informs EAL, the learners and the tasks they face, and EAL pedagogy including five principles which underpin good practice. The sections of the handbook cover these key themes as well as answering frequently asked questions such as 'Is second language learning similar to first language learning?' Available from www.naldic.org.uk/eal-publications-resources/Shop/shop-products/naldic-online-shop

NALDIC PUBLICATIONS

NALDIC is the national subject association for English as an additional language. NALDIC currently produces four serial publications which are issued free to members at the time of publication.

NALDIC Occasional Papers are intended to stimulate professional discussion and to contribute to the theory and practice of teaching pupils for whom English is an additional language.

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NALDIC Working Papers are produced by working groups of members in response to current issues. They are intended to influence policy and practice and to disseminate information to a wider audience including class and subject teachers, EAL specialists, senior staff in schools and local authorities, advisors and inspectors.

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