



**Working with
Advanced Learners of
English as an Additional
Language
(E.A.L)**



L e a R n

E N g L i S h !

Contents

1. Advanced bilingual or EAL learners
2. Provision for advanced EAL learners
3. Typical challenges for advanced EAL learners
4. Common Transfer Errors
5. What the learners say
6. Specific strategies for more advanced EAL learners
7. Some ideas for Teaching Assistants working with advanced EAL learners
8. Correction techniques
9. Suggestions for resources to support advanced learners
10. A framework for planning with EAL pupils in mind
11. Identifying language demands and language development opportunities
12. An example of a science lesson planned to include advanced EAL learners
13. Sources of further information and useful websites.

1. Advanced Bilingual or EAL Learners

Advanced bilingual learners are those children who are beyond the initial stages of acquiring English as an Additional Language (EAL). These children, often born in this country, may appear to be appropriately fluent for their age in everyday face-to-face conversational contexts but need continued support in order to develop the cognitive and academic language required for academic success. In some schools, this may be the largest group of EAL learners.

'Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.'
OFSTED 2005

Cognitive language is the language which develops through investigating, exploring ideas and solving problems. Cognitive development accompanies the use of language for purposes such as classifying, analysing, hypothesising and generalising as well as the ability to use abstract language.

Academic language is characterised by the use of the passive voice, ideas and concepts as agents, vocabulary with Greek or Latin roots, use of metaphor and personification and, most importantly, nominalisations (abstract nouns made from verbs and other parts of speech), such as information from inform.

There is growing evidence that advanced bilingual learners do not achieve their full potential in literacy-based subjects and pupils with English as their first language consistently attain higher levels across literacy-based subjects.

There is also evidence to suggest that schools under estimate the time needed for pupils learning English as an Additional Language to develop their proficiency in written English. Some schools may also underestimate the potential of able pupils with EAL. Nationally, the majority of pupils who are at later stages of learning English are not receiving sufficient support to extend their English language competence to the higher levels of which they are capable.

Advanced EAL learners along with many other children in school may also need help with developing their vocabulary and with reading for inference and deduction.

2. Provision for Advanced EAL Learners

Children can acquire fluency in the social use of English in under two years and this can mask the need for continued support developing vocabulary and the more formal academic language and language structures to reason and hypothesise. Many schools view the needs of those bilingual pupils whose English is more advanced as less urgent than those who struggle to understand the curriculum. Schools should ask themselves some key questions:

- For how long do bilingual learners need additional support?
- What is the nature of their support needs?
- How does it differ from the language needs of English as a mother tongue speakers?
- What is the best way of meeting this need given the available resources?
- How is EAL development planned for across the whole curriculum? Do staff plan for language development as well as cognitive development?

Characteristics of a school with effective provision for advanced EAL learners:

- Staff are aware of how to meet the needs of advanced bilingual learners
- The school values the pupils' linguistic and cultural diversity.
- Pupils' writing is analysed carefully
- Expectations of these pupils is high
- Pupil learning is enhanced by teachers demonstrating clearly the processes of writing, discussing and modelling language choices, introducing linguistic terms and helping pupils to understand the subtleties of the language
- Additional materials support pupils with their individual learning difficulties
- There is a focus upon speaking and listening and teachers encourage collaborative 'talk for writing'
- Pupils gain an insight into their own needs via high quality marking and feedback
- All staff understand that many bilingual learners need continuing language support and staff know how to plan for this.
- Any additional support is managed in such a way that all staff develop the confidence to work in multilingual classrooms
- The provision of additional support is monitored to establish whether or not it is effective in raising attainment
- High aspirations by all staff for minority ethnic and bilingual pupils and high aspirations among pupils themselves
- High levels of awareness of issues for bilingual learners among senior staff and subject leaders
- Good use of attainment data and other assessment information for diagnosis of need, targeting support and monitoring the progress of individuals and groups
- A focus on joint working, including partnership teaching, in the core subjects and other subject areas
- Well-understood strategies, often embedded in schemes of work, for supporting bilingual learners across the curriculum
- High-quality feedback to learners through agreed marking strategies and the provision of individual action plans
- A range of out-of-school provision including homework and study support.

3. Typical challenges for advanced learners

- Low verbal reasoning scores compared with their performance in non-verbal tests, which means giving more emphasis to the language demands of subjects.
- Problems with reading comprehension, extended writing and expressive skills.
- The pupils may be orally fluent but have problems with literacy.
- They may reproduce words in writing with phonetic approximation of what they incorrectly heard or reproduced in their own speech.
- They may write at length, but with short, simple sentences, limited vocabulary and poor English grammar, sometimes reflecting the grammar structures of their home language. (This is known as language transfer error).
- Frequent omission of parts of speech in sentences.
- Clauses and sentences tend to be linked only with basic conjunctions, such as 'and', 'because' and 'then'.
- Correctly used tenses are generally limited to the present simple and past simple.
- Comparatives and superlatives.
- Idiom.
- Spelling.
- Possessives and apostrophes.
- Capital letters.
- Prepositions.
- Pronouns.
- Limited or unadventurous vocabulary.
- Direct and reported speech.
- Subject/verb agreement.

Grammatical features presenting particular challenges for pupils learning EAL from research by Sue Cameron

Verbs

Subject verb agreement

Lynne Cameron's research found that some EAL learners who achieved level 3 at the end of Key Stage 2 still experience difficulty with subject verb agreement.

Omitting the final s in the 3rd person singular form of the simple present tense (verb stem + s) is a very common error for children learning EAL. This tense is used to describe routines (Every morning I arrive at school at 8.40. My friend arrives at 8.30) and habits (All lions eat meat. Simba the lion eats meat). It is a feature of the report text type.

Verb endings

There were errors with verb endings in the scripts of EAL children achieving level 3 at the end of Key Stage 2.

The ending is easier to hear in some words than in others. It is clear in, for example, visited and planted but in other cases 'ed' endings are hard to hear e.g. closed, watered. Children may miss off the 'ed' in cases like this, writing for example, close instead. Sometimes the 'ed' ending sounds like 't' as in helped, switched, and pricked. Children may misspell past tense verbs like these e.g. helpt.

Use of Irregular past tenses is subject to significant errors by children learning EAL, and when the past tense is irregular the past participle will be too. e.g. write, wrote and written; go, went, gone.

Advanced verb forms

Lynne Cameron's research identifies significant errors in the use of advanced verb forms. Inability to use the past perfect tense meant some children were unable to convey an accurate sense of timing in their narrative writing.

Higher achieving EAL learners need support to learn to use advanced tenses to show the relative timing of events.

Even those EAL learners who achieved level 5 (Lynne Cameron's research) had difficulty using the appropriate verb form to reach further back into the past in their narrative writing e.g. She had been writing to her aunt when the door bell rang or she had written to her aunt once before.

Use of modal verbs

The following, together with their negative forms, are the modal verbs:

may, might, can, could, will, would, shall, should, must and ought*

They are all used with the infinitive form of the verb but ought needs to in front of the main verb e.g. might go, could help.* ought to help.

Modal verbs allow children to express degrees of probability, possibility, certainty, necessity, obligation, and willingness.

They enable children to predict, speculate and make deductions.

The auxiliary verb have to is used to talk about necessity in the past or the future I had to ..., I have (got) to. Modal verbs can be placed on a continuum according to whether they express high or low levels of modality. should, must and have to express high levels whilst may and might express low levels. High level modal verbs are common in persuasive texts.

Modals are also used:

- in conditional sentences: I'd visit my aunt if I could, I wish that I could visit my aunt;
- with auxiliary verbs (to be or to have + the main verb);
 She could be on her way to visit her aunt now,
 She could have visited her aunt last week.
- to form future tenses e.g. I will go to visit my aunt, I will be visiting her soon.
- to talk about ability: wind can shape the land;
- for possibilities: strong wind may damage the roof;
- for permission: may I borrow your pencil?

Modals go before the subject in questions:

could this go here? does this have to go here?

In spoken language they are also used in question tags:

we could put it here, couldn't we?

They have not or n't after them in negative forms and will becomes won't.

Phrasal verbs

Phrasal verbs can present difficulties for children learning EAL. These may be verbs with prepositions (I agree with you, She asked for a pencil), verbs with adverbs (The car broke down, When he grew up...), or verbs with adverbs and prepositions (I won't put up with bad behaviour).

These verbs are used more often in spoken language than they are in written language where they can often be replaced by more formal or academic verbs; put up with can be replaced by tolerate; put in by insert and so on.

Sometimes the meaning can be guessed from the meaning of the parts but more often than not this is impossible and, in the case of verbs with an object, the adverbs can be found before or after the object, (Clean up this mess, Clean this mess up).

Prepositions

In her research Lynne Cameron found evidence of EAL learners, working at level 3 and level 4 at the end of Key Stage 2, omitting prepositions and using them incorrectly. They were more likely still to be using them incorrectly by the time they had attained level 4 than were their monolingual peers.

Prepositions are used in different positions in languages where word order is different from English. In the South Asian languages spoken by the many minority communities in this country the word order is subject - object- verb rather than subject- verb- object. Prepositions in these languages are really 'post' positions - book table on is. They may be used differently, or in some cases, not used at all in the bilingual child's first language.

Prepositions signal an extremely wide range of meanings and the same preposition can be used in many different ways including figurative ways e.g. she was in tears, and mathematical ways e.g. divide by. They can consist of one, two or three words. (e.g. at, ahead of, in front of).

Functions include showing:

- relationships, usually in space or time (the temple on the hill..., the programme starts at seven o'clock);
- causes and reasons:...out of kindness , he was punished for it ;
- manner: I went by train ; addition: with ; similarity: like etc.;

Prepositions for time are metaphors for space. When we say in June, on Friday or at midnight we are conceptualising June as a container, Friday a shelf, and midnight a position on a line.

Prepositions are often used in headlines and titles for brevity e.g. Babes in the wood, Hospitals in super bug scandal

When active sentences are made passive and the object becomes the subject the normal subject becomes a prepositional phrase e.g. The carvings are bought by rich tourists (See **Passive voice** below)

Prepositions can complement a verb: sit on this stool, or an adjective: I'll be kind to her.

They are often found at the beginning of phrases. Prepositional phrases found after nouns as part of noun phrases have an adjectival function: the things inside the shop, the man in the park.

Often they have an adverbial function in a sentence e.g. (go) in the park/ after school/ by bus/ to find her friend, (answered) with a broad grin/ as soon as possible etc.

Adverbials

Adverbials add detail about place (where?), time and frequency (when, how long, how often?), manner (how? like what? with whom?) and cause or reason (why?). Time connectives in chronological texts are adverbs.

Sometimes they provide clues about the author's viewpoint e.g. she couldn't really expect it.

They may be single words, phrases or clauses.

They can be found:

- At the beginning of sentences: With a heavy heart, Samira turned around and headed for home;
- In the middle: Feroz reluctantly decided to leave
- At the end of sentences:
 - she headed for home sadly (adverb);
 - she headed for home with a heavy heart (adverbial phrase)
 - she headed for home as soon as she heard the news (adverbial clause)
- As part of the noun phrase: The highly praised new film
- Inside the verb: She had often wondered who lived there.

There are different rules for different kinds of adverbs.

Lynne Cameron found that EAL learners tended to use adverbials more often at the end of sentences, and EAL learners attaining levels 3 or 4 at the end of Key Stage 2 were providing less information through adverbials than their monolingual peers working at the same level.

Determiners

Determiners include many of the most frequent English words e.g. a, or, an, the, this, that, some. When used as determiners these words are followed by a noun though not necessarily immediately: a big, red, shiny, new car. Their purpose is to limit or determine the reference of the noun in some way. Many determiners can also be pronouns in which case they stand in place of the noun: I've got some.

Most bilingual pupils in schools in this country speak a first language which does not use articles as determiners in the way that English does. However if practitioners are careful to introduce the indefinite article when labelling objects right from the early stages this does not present a difficulty for long.

Use of the for the particular e.g. the red one and for plurals e.g. the cars is also easily learned. This or those and possessive pronouns such as your and my also show that one particular one of its kind is being referred to.

Errors may occur where nouns are uncountable; the air, some butter, the evidence etc. These nouns are called mass nouns in NLS Grammar for Writing.

Some nouns are countable in some contexts and uncountable in others e.g. hair and hairs. Uncountable nouns which are countable in the bilingual child's first language can lead to errors such as He is wearing a blue trouser.

Errors often occur in the spoken and written language of children learning EAL where countable nouns do not need an article in a particular context such as church, mosque or town in going to church, mosque or town. Whilst other similar seeming nouns do e.g. library or village

Children also need to learn that the definite article is used with proper nouns such as Indian Ocean and usually with ocean and sea unless we are talking about one of many oceans or seas without naming it. Sometimes articles are omitted in the interests of brevity, from titles, headlines, slogans, bullets, notes and jottings e.g. Causes of decay; Dangerous dog bites toddler etc.

Many abstract nominalisations (nouns formed from other parts of speech) are uncountable e.g. happiness, decay, information (See **Passive voice** below).

Errors become more likely the more abstract and academic the language becomes and this is borne out by Lynne Cameron's research. She found more errors with articles in the level 5 scripts of EAL learners than in the level 3 scripts and more errors with articles in the writing of high achieving EAL learners at Key Stage 4.

Pronouns

Pronouns stand in place of nouns or noun phrases. In the early stages children learning EAL may not always use pronouns to refer back as confidently as their peers. They may make this kind of mistake in their writing: Elephants are huge. It has a trunk.

In the South Asian languages spoken by the majority of bilingual pupils in our schools the first language uses pronouns which demonstrate whether a person or thing is present or absent (this, that,) in the positions where we use personal pronouns which show gender (he, she, her, him). Verb endings show whether the thing being referred to is masculine or feminine. In these languages all nouns have gender. Possessive pronouns all show gender but they agree in gender with the noun which is the object of the sentence. Most bilingual children learn to use English personal and possessive pronouns confidently and appropriately. Sometimes, however, the object of a sentence in English is a noun which clearly has gender such as girl, boy, sister, husband etc. In cases like this an error such as the following may occur: Adam and her sister went to the park.

Pronouns such as each, every, either, each other, one another, the other and both which are used to show distribution, reciprocity or quantity, are another aspect generally handled less confidently by children learning English as an additional language.

The pronouns who, whose, that and which are important as they enable children to use relative clauses to vary their writing. Being able to talk about them as a group (relative pronouns) is useful in learning how writing can be made more fluent by omitting them from relative clauses: the man who was cleaning his car....; the man cleaning his car....

Formulaic phrases

Lynne Cameron uses this term to mean any group of words that must be or tend to be found together. She includes phrasal verbs such as come up with and fed up with and idiomatic expressions such as in fear and trembling or search high and low which are tightly bound together. The meaning of the phrase may be accessible from the component words but often the individual words in these phrases have a different meaning in the unit than they do when used individually. They may be adverbs such as at least or in actual fact. Often metaphors are embedded in formulaic phrases e.g. turn over a new leaf, for a long time, face the music.

They may also be collocations which are less tightly bound together, and culturally more familiar to some children than others, e.g. bread and butter or toast and marmalade which sound odd when the components are reversed.

Errors in use of formulaic phrases include inaccurate prepositions (lots of people at the front of him), choice of words (very amazed) or word order.

For children learning an additional language it is important that these are learned in meaningful contexts and as whole phrases. Although errors can occur due to their unpredictable construction, learning to use them will increase fluency.

Subjects and object phrases, clauses

Lynne Cameron found that, at level 4, Children learning EAL used more single word subjects than children who spoke English as a first language but more and longer complements. The end weighting of clauses resembled the clause chains of spoken language.

Children learning English as an additional language need to recognise the differences between spoken and written language at different levels of formality.

They need to learn about the ways in which:

- Writing can be adapted for different audiences and purposes;
- Word order in sentences can be changed and the impact of those changes on meaning;
- Writing can be made to sound more fluent;
- Writing can be made more 'academic'.

This will include:

- Exploring the way in which texts can be made less like spoken language by expanding the subjects of sentences with:
 - adjectives: the tall, dark haired girl;
 - adjectival phrases: the tall girl with the long dark hair;
 - relative clauses (finite): the tall girl who had long dark hair;
 - non-finite clauses the tall girl walking along the road
- Using non-finite clauses as subjects:
 - Making a pilgrimage to Makkah is a duty for Muslims
- Learning about the mobility of adverbial clauses and their effect in different positions.
- Learning how to combine subordinate clauses and embed them in order to create complex sentences.
- Making writing less personal by using the passive voice (see below)

Passive voice

Children learning EAL benefit particularly from explicit teaching of the ways in which writers create the impersonality characteristic of academic texts. Using passive rather than active verbs is one of the key ways, and understanding how the use of passive voice can conceal the agent in a sentence is crucial for the development of academic writing.

Use of nominalisations (nouns made from verbs and other parts of speech e.g. information, population, hunger, etc.) is another important characteristic of academic texts. Using nominalisations allows writers to focus on abstract concepts and ideas. In the following passive sentence, where the nominalisation is the agent: deep valleys have been created by soil erosion; the reader's attention is drawn to the outcome, the deep valley. The sentence soil erosion is caused by heavy rainfall focuses attention on the soil erosion. Passive sentences such as: laws were passed, where there is no agent at all, focus attention on a process.

Sentences where nominalisations are the subject also focus attention on abstract ideas rather than agents e.g. unemployment rose that year.

Texts across the whole curriculum provide opportunities for children to be taught and understand the ways in which writers vary their sentences in order to influence their readers to attend to particular aspects rather than others.

4. Common Language Transfer Errors

A transfer error is where people take the grammatical structures of the home language when using the language they are learning. This table sets out several problem areas for EAL learners who speak a number of different languages. It shows grammatical features (column 1) of specific languages (column 2) that when transferred to English lead to an error (column 3).

Language Features	Language	Sample Transfer Error in English
Articles		
No Articles	Russian, Japanese, Farsi, Urdu, Swahili, Chinese	Sun is hot. I bought book. Computer has changed our lives.
No indefinite article with profession	Arabic, Creole, French, Haitian Japanese, Korean, Vietnamese	He is student. She lawyer.
Definite article with days, months, places, idioms	Arabic	She is in the bed. He lives in the Peru.
Definite article used for generalization	German, Spanish, Greek, French, Portuguese	The photography is an art. The books are more expensive than the disks.
No article used for generalization	Haitian, Creole	Bird can fly.
Definite article with proper noun	German, Spanish, Greek, French, Portuguese	The Professor Brackert teaches in Frankfurt.
No definite article	Hindi, Turkish	Store on corner is closed.
No indefinite article	Korean (uses one for a and depends on context)	He ran into one tree.
Verbs and Verbals		
Be can be omitted	Russian, Arabic, Haitian Creole, Chinese	India more than religious than Britain. She working now. He always cheerful.
No progressive forms	French, German, Russian, Greek	They still discuss the problem. When I walked in, she slept.
No tense inflections	Chinese, Thai, Vietnamese	He have a good time yesterday. When I was little, I always walk to school.
No inflection for person or number	Japanese, Chinese, Korean, Russian, Thai	The singer have big band.

Language Features	Language	Sample Transfer Error in English
Past perfect form with be	Arabic	They were arrived.
Different tense boundaries from English	Arabic, Farsi, Chinese, Haitian Creole, French	I study here for a year. He has left yesterday.
Different limits for passive	Japanese, Korean, Russian	They were stolen their luggage.
Voice	Thai, Vietnamese	My name based on Chinese characters. A miracle was happened.
No-ing (gerund) /infinitive distinction	Arabic, Chinese, Farsi, French, Spanish, Greek, Vietnamese, Portuguese	She avoids to go. I enjoy to play tennis.
Infinitive not used to express purpose	Korean	I go out for having dinner.
Overuse of progressive nouns	Hindi, Urdu	I am wanting to leave now
Word Order and Sentence Structure		
Verb precedes subject.	Russian, Arabic, Haitian Creole, Chinese	India more than religious than Britain. She working now. He always cheerful.
Verb-subject order in dependent clause.	French, Haitian, Creole	I knew what would decide the committee.
Verb last.	Korean, Turkish, Japanese, German, (in dependent clause), Bengali, Hindi	(when) the teacher the money collected.
Coordination favoured over subordination	Arabic	Frequent use of and and so.
Relative clause or restrictive phrase precedes noun it modifies.	Chinese, Japanese, Korean, Russian	The enrolled in community college student... A nine-meter high impressive monument to Lenin... He gave a too difficult for me book.
Adverb can occur between verb and object or before verb.	French, Haitian Creole, Urdu (before verb)	I like very much clam chowder. They efficiently organized the work.
That clause rather than infinitive.	Arabic, French, Haitian Creole, Spanish, Hindi, Russian	I want that you stay. I want that they try harder.
Inversion of subject and verb rare.	Chinese	She is leaving and so am I.

Language Features	Language	Sample Transfer Error in English
Conjunctions occur in pairs.	Chinese, Farsi, Vietnamese	Although, she is rich but she wears simple clothes. Even if I had money, I would also not buy that car.
Subject can be omitted (especially pronoun)	Chinese, Spanish, Thai, Japanese	Is raining.
Commas in a dependent clause.	Russian, German	He knows, that we are right.
No equivalent of there is/there are	Russian, Koren, Japanes, Spanish, Portuguese, Thai (uses adverb of place and have)	This article says four reasons to eat bananas. In the garden has many trees.
Nouns, Pronouns, Adjectives, Adverbs		
Personal pronouns restate subject.	Arabic, Spanish, Gujarati	My father he lives in California.
No human/non-human distinction for relative pronoun (who/which).	Arabic, Farsi, French, Russian, Spanish, Thai	Here is the student which you met her last week. The people which arrived...
Pronoun object added at end of relative clasue.	Arabic, Farsi, Hebrew	The house that I used to live in it is big.
No distinction between subject and object forms of pronouns.	Chinese, Spanish, Thai Korean, Gujarti	I gave the forms to she.
Nouns and adjectives have same form.	Chinese, Japanese	She is very beauty woman. They felt very safety on the train.
No distinction between he/she, his/her.	Farsi, Thai, Bengali, Gujarti	My sister dropped his purse.
No plural form after a number.	Farsi, Chinese, Koren	Four new lamp...
No plural (or optional) forms of nouns	Japanese, Thai, Chinese, Korean	Several good book...
No relative pronouns	Korean	The book is on the table is mine.
Adjectives show number	Spanish	I have helpfuls friends.
Double negatives are routinely used	Spanish	They don't know nothing.

5. What the learners say

Difficulties: vocabulary, verb forms, pronunciation and using language clearly and well. Extended writing and writing that is more formal. The different vocabulary and sentence structure used in different subjects such as Science and History.

What helped:

- Teachers who are approachable and helpful and 'believe in you'
- Teachers who explain things clearly and simply ('some forget you are learning English and they speak too fast in a difficult language')
- Plenty of opportunities to talk things through to help understanding
- I need to see things written down as well as hear them spoken
- Being expected to contribute in class but helped to do so
- A relaxed attitude (but not too relaxed) which makes you feel comfortable
- Admitting the need for more explanation
- Support with subject vocabulary, including teachers writing new words on the board
- Writing frameworks to help you present your ideas
- Visual aids (pictures, films, diagrams)
- Dictionaries in the home language and English
- Copying things down to check later at home
- Books with CDs for practising the language (good to take home and parents can use them too.)
- Marking that gives you guidance on what has been done well and what needs to be improved
- Extra support from non-teaching staff.
- Support in your first language from older students
- Pupil planners or action plans with specific targets
- Induction (usually by temporary withdrawal sessions from the mainstream)
- Peer mentoring



6. Specific strategies for more advanced EAL learners

Research has shown that it is possible for EAL pupils to become conversationally fluent within two years. It takes between five and seven years for them to operate on a par with their monolingual peers. It may take longer to become proficient in using academic English. It is fundamental that language development needs are not masked by a pupil's competence in oral language. On-going planning to support English language acquisition and vocabulary development is essential for more advanced EAL learners to achieve their full potential.

The following table outlines the most effective strategies to use with more advanced learners of English as an Additional Language, along with the actions that can be taken to support learning and teaching.

Strategies	Actions
Assessment for Learning	<ul style="list-style-type: none"> • Use of peer and self-evaluation • Set and share challenging targets • Use on-going assessment to inform planning
Scaffolding lessons	<ul style="list-style-type: none"> • Draw on pupils' previous experience • Ensure dual focus on language and content • Collaborative activities • Use Key visuals, e.g. flow charts, cycle diagrams etc. • Use writing frames and sentence starters • Plan for the effective use of ICT
Plan speaking and listening activities	<ul style="list-style-type: none"> • Value and use first language • Share and practice new ideas • Provide good models of English • Provide peer support
Focus on subject-specific language	<ul style="list-style-type: none"> • Reinforce key vocabulary • Teach grammatical features of specific tasks • Model language conventions of different subjects • Explicit teaching of the language used in exams
Provide time for pupils	<ul style="list-style-type: none"> • To think in language of choice • To plan • To rehearse • To translate
Effective use of additional adults	<ul style="list-style-type: none"> • Target support for individuals and groups • Promote accelerated progress in specific curriculum areas
Parents and carers as partners	<ul style="list-style-type: none"> • Inform parents of British education system and assessment • Maintain regular positive contact with parents regarding progress • Inform parents of individual targets • Encourage use of first language and maintaining existing literacy in the home language.

The EAL NEXUS website provided by the Bell Foundation, gives excellent advice on linking language and cognitive development. This is an important aspect of effective teaching of EAL is to pay attention to the links between language acquisition and cognitive and academic development. This is important for providing work that is sufficiently challenging for all learners at all levels.

Some of the key features of effective EAL teaching can be summarised like this:

- Make the verbal curriculum more visual
- Make the abstract curriculum more concrete
- Develop interactive and collaborative teaching (Identify the language demands of the curriculum (oral and written) and provide models)
- Use drama and role play to demonstrate how language is used in real life with a focus on communication
- Provide opportunities for exploratory talk
- Ensure home languages are valued and used in school and at home
- Provide opportunities to talk before writing
- Support through key phrases and structures rather than key words. An Example of this is Pauline Gibbons' Framework for Planning. You will find more information on this on the link below. https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Documents/Using_Gibbons_Framework.pdf
- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>

Suggestions, information and resources to support advanced learners' writing

Encouragement to write at length

- Brainstorming and mind-mapping around key words
- Using personal experience to add to content
- Developing topics by making links, more specific subtopics
- Extracting key words from sources, and using them to generate content
- Organising ideas into a logical linear sequence.

Use of language resources

- Pupils can be helped to use a wider range of vocabulary in the development of ideas.
- Paragraphing to organise ideas.
- All writers could be helped to write more complex clauses and sentences by:
 - Using longer noun phrases
 - Using more adverbial phrases to add detail about when, where why and how
 - Expanding phrases into clauses
 - Using more advanced sub-ordinators (for example, although, until) to connect ideas
 - Making more use of participial non-finite clauses (for example, by riding bikes...).
 - Individual, explicit corrective feedback on the use of modals (for example, may, would) to express conditionality or hypothesis may be appropriate at Key Stage 2 onwards.

Planning for long-term writing skills development

Aspects of writing need long-term development – from Key Stage 1 or 2 onwards:

- Writing regularly at length, with support, for example, guided writing
- Extensive reading to become familiar with styles and genres
- Noticing how writers use subordination and other resources to present ideas
- Encouragement and support to try using more ambitious phrases, sentences and texts
- Development of signposting phrases and linking terms, for example, another point; while some people think x, others disagree
- Drawing attention to the correct use of prepositions
- Drawing attention to the correct use of delexical verbs. Delexical verbs are common verbs such as have, take, give, do and go for example “he had a run”, “to have a shower.” Often the meaning is in the noun
- <https://learnenglish.britishcouncil.org/english-grammar-reference/delexical-verbs-have-take-make-give-go-and-do>

- Building images and metaphors
- Strengthening the ability to imagine
- Challenging the cliché and encouraging vocabulary development
- Internalising language (The best writers are readers)

The British Council Learn English website. Useful grammar quizzes, videos, stories explanations of tricky grammar <http://learnenglishkids.britishcouncil.org/en/>

For older children, (12 and above) the Learn English Teens website is an excellent resource.

The following National Strategy publications have been archived but continue to be useful for working with Advanced Learners of English as an Additional Language

Primary Excellence and Enjoyment: Learning and teaching for bilingual pupils in the Primary Years 2007, DCSF <https://www.gov.uk/government/publications/learning-and-teaching-for-bilingual-children-in-the-primary-years-guided-sessions-to-support-writing-english-as-an-additional-language> Teaching units to support guided sessions for writing in English as an additional language.

These can be used with children from Y2 to Y6 and cover the areas of grammar which have been identified through research as causing difficulties for EAL learners including:

- Prepositions
- Past and present tense verbs
- Determiners
- Adjectives
- Subject-verb agreement
- Adverbs
- Phrasal verbs
- Adverbial phrases
- Modal verbs
- Adverbial clauses

Excellence and Enjoyment: learning and teaching for bilingual children in the Primary Years

https://webarchive.nationalarchives.gov.uk/20110222212439/https://nationalstrategies.standards.dcsf.gov.uk/node/85322?uc=force_uj

Unit 2 creating the learning culture: making it happen in the classroom is especially helpful for class teachers and contains much practical advice.

Secondary Ensuring the attainment of more advanced learners of English as an additional language (EAL) Access and Engagement subject specific advice for Key Stage 3 teachers

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=Mq3v-a2bPYI>

Writing analysis for Secondary age pupils in this diagnostic writing tool <https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/CPDM2.pdf>

7. Planning which includes pupils learning English as an Additional Language

	All Pupils	Pupils Learning English as an Additional Language
Assessment	On-going assessment of curriculum knowledge and skills.	Knowledge of English language acquisition levels and targets.
Learning styles	Cater for broad range of learning styles.	Consider previous educational experience and literacy in other languages.
Learning intentions	Share learning intentions and success criteria. What do we want pupils to understand, develop and demonstrate?	Scaffold activities to ensure high cognitive challenge; in other words use extension rather than simplification of learning.
Language Focus	Teach key vocabulary.	Teach content-based language: vocabulary, language function, structures and grammar. Use the plenary to reflect on language use and language learning.
Context	Relevant, motivating context, which enables sharing of prior experience.	Consider socio-cultural Knowledge.
Resources	Interactive White Board, OHT, video, textbook, work sheets.	Contextual and visual support Writing frames. Key visuals (graphic organisers) Bilingual resources. See Appendix 3
Planning for the use of additional adults	Support for focused individual and small group activities.	Provide opportunities for pre-teaching, speaking and listening and evaluation of language learning. Use bilingual or multilingual skills. Joint planning with class/subject teacher.



A framework for planning with EAL pupils in mind

Identifying the language demands and language development opportunities of a mathematics lesson in Year 1: Understanding shapes.

Curriculum Objectives	Activities	Language Functions (what the pupil needs to do)	Language Structures (what the pupil needs to say)	Vocabulary
<p>To describe and visualise features of 2D shapes using everyday language to refer to properties</p> <p>To identify similarities and differences</p> <p>(This is one of a series of activities designed to meet the mathematics objective for the strand 'position and transform shapes, recognise and use their properties to visualise and construct' : visualise and name common 2-D shapes and describe their features)</p>	<p>(1) Look at A1 poster with 4 rows of 2D shapes.</p> <p>Activate prior knowledge about shapes and their properties.</p> <p>In pairs, discuss similarities and differences, using what children already know about shapes and their properties</p> <p>(2) Identify the odd one out in each row.</p> <p>Justify choice.</p> <p>(3) Visualise shapes described by the teacher or additional adult.</p> <p>Find the shape on the poster.</p> <p>(4) Describe shapes for the teacher or additional adult to identify.</p>	<p>Name and describe (shapes)</p> <p>Compare properties</p> <p>Explain and Justify (give reasons)</p> <p>I know that the green triangle is odd because the others are red.</p> <p>The circle is odd because the others have straight sides.</p>	<p>In the third row all the shapes have straight sides except the last one so...</p> <p>The square is different from the other shapes because...</p> <p>I think the second shape in the top row is the odd one out because it has a very pointed corner.</p> <p>The circle is blue but the other shapes are all green</p> <p>The triangle is the only shape with three sides; therefore, it is the odd one out.</p>	<p>name of shapes</p> <p>colours</p> <p>straight side (s)</p> <p>curved edge</p> <p>point, pointed</p> <p>corner (s)</p> <p>Ordinal numbers; first, second, last etc.</p> <p>top , middle and bottom (row)</p> <p>this/that</p> <p>'one'</p> <p>Both, only, all</p> <p>(the) other (s)</p> <p>Except</p> <p>Different (from)</p> <p>*odd one out (idiom)</p> <p>So, because, but, therefore</p>

A framework for planning with EAL pupils in mind

Identifying the language demands and language development opportunities of a mathematics lesson in Year 1: Understanding shapes.

Curriculum Objectives	Activities	Language Functions	Language Structures	Vocabulary

This grid is intended for use as part of a learning process not as a third tier of planning. It supports thinking which enables staff to move towards annotation of existing plans and is based on research by Pauline Gibbons.

8. An example of a science lesson planned to include advanced EAL learners

A lesson on the carbon cycle was taught jointly by the science teacher and Teaching Assistant. The lesson plan identified both the science and language lesson objectives and the roles of the two members of staff.

The carbon cycle was demonstrated visually on an interactive whiteboard. Next the carbon cycle was constructed step by step and this was accompanied by a clear description of the process with definitions of key words. Understanding was checked regularly, sometimes by asking pupils to jot down what they understood on their individual whiteboards. This provided instant feedback to the teachers enabling them to adapt their presentation until everyone had grasped the key elements of the unit (respiration, photosynthesis, fossil fuels, recycling and so on).

Pupils then moved in pairs to individual computers and replayed the carbon cycle presentation for themselves. In turn, each explained the process to his/her partner using a speaking frame for support. In a plenary, one pupil was asked to explain the process to the whole class, with support from peers where necessary.

In the final phase of the lesson, pupils were asked to write down five things that they had learned. They were reminded of the key word 'because' when explaining cause and effect and the various processes.

This well-planned and managed lesson provided the context for more proficient bilingual learners to extend and refine the language they need for academic success. The science and language specialists created a rich language environment, providing models and support for pupils' responses. Opportunities for pupils to articulate (in speech and writing) what they were learning were built in throughout the lesson. The pupils engaged fully with the work, participating with maturity in all the activities. Many had understood the carbon cycle but struggled to express the process clearly in English. However, by the end of the lesson, the majority were able to make contributions such as: 'I have learnt that plants respire and as they photosynthesise carbon is recycled.'



9. Reading Comprehension

Reading for Inference and Deduction

Children learning EAL may struggle to infer and deduce meaning from texts either when interpretation of meaning is dependent on prior cultural knowledge that is not shared by the child or when the linguistic demands of the text are too great.

A surprising amount of what a reader is meant to infer is dependent on assumed knowledge of cultural references. Teachers and practitioners should ask questions to uncover prior knowledge and explain unfamiliar references as part of a book introduction.

Many hints given by an author are reliant on subtle nuances in meaning e.g. the difference between a character who smiles and a character who grins or smirks. Shades of meaning and the way the author's language choices influence readers' perceptions should be discussed during guided reading sessions.

Strategies for inference and deduction

Illustrations: Use book illustrations to teach children how we are able to infer and deduce meaning beyond what is literally shown on the page. Explain to children that we can also use details written in texts to draw conclusions that might not be explicitly said on the page.

Use picture books and illustrated non-fiction texts to compare the literal information with the information that can be inferred from the clues to be found both in the text and the illustrations.

Probing questions: Ask questions that require children to consider how they know something from a text e.g. Why do you think.....? How do you know....? Can you explain....? How can you tell...? What does this tell you...?

Reading aloud: Where EAL learners are at the early stages of decoding English, make sure they are still being challenged to infer and deduce by asking such questions of text read aloud. Where possible, encourage EAL learners to explain their inferences in mother tongue so that they can demonstrate their comprehension more fully.

Walking through the text: During the introduction to guided reading sessions, 'walk through' or 'jog round' the text, to give a sense of what the writing is about, using key illustrations, titles and sub-headings as a guide. This will provide a supportive context for EAL learners particularly when this is done in their first language.

Drama techniques: Use drama strategies, such as freeze framing, improvisation, hot-seating (including role-playing the author) mime and thought tracking to elicit EAL children's responses to texts. Many EAL learners find it easier to show what they understand of a character through mime or role-play. Drama strategies enable EAL learners to draw on gesture and use conversational English to communicate their understanding. Drama can also be used to share and discuss interpretations of characters'.

Five quick ideas to develop reading comprehension of children learning English as an Additional language

1. Activate prior knowledge and give the context of the text. Use video clips, pictures, real objects where possible.
2. Pick one paragraph, which reflects what the text is about and get the students to focus on this and the title of the text.
3. Ask students one question about the text for them to focus on when reading
4. Summarise in two or three points and write these on the whiteboard to remind the students what they are looking for
5. When setting a question give the students clues as to what to look for

Question	Look for ...
When?	A time, a day of the week, a date On Sunday, last year.
Where?	A place, names of towns and counties, streets e.g. Carlisle have capital letters.
What?	A thing.
Who?	Someone's name. Names have capital letters.
How?	The process by which something happens.

10. Useful websites and sources of further information

NALDIC (National Association for Language Development in The Curriculum) The National EAL association
<https://naldic.org.uk/>

EAL NEXUS The Bell Foundation <https://ealresources.bell-foundation.org.uk/free-resources-teachers>

Peterborough EAL handbook <https://www.theealacademy.co.uk/services/resources/ealhandbook/>

