What does EAL mean?

'Pupils with English as an Additional Language (EAL), may also be referred to as bilingual. The term 'bilingual' refers to pupils who have regular access to more than one language. This group includes a wide range of experiences, from Newly Arrived to more advanced learners of English.'
Taken from EMA Network guidance 'Supporting Pupils with English as an Additional Language'.

EAL – What is Bilingualism?

Bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more languages (or bi-literate). A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism). Or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. To be bilingual means different things to different people.

Bilingualism encompasses a range of proficiencies and contexts. A young child entering school may be called bilingual but it may be that she uses her first or home language for domestic and familial purposes and that English is her preferred language for communication outside the home. Or she may be largely monolingual in her first language only when she starts school. A child who has recently arrived in England from overseas may have a good level of literacy in English but may be unable to converse or use spoken English in the classroom context. On the other hand, many pupils described as bilingual routinely use three languages or more and thus 'plurilingual' would be a better description. In terms of competence, a bilingual may have very high levels of proficiency in both languages or may have only limited proficiency in one and be far more proficient in the other.

For more information:
http://www.naldic.org.uk/

EAL- How to help at home

Learning English Children who are bilingual need to continue to use and develop their home language. Parents sometimes feel that they should encourage their children to speak only in English, and minimise the use of their first or home language, so that their English develops as fast as possible. This is a mistaken belief, as it is vital for educational as well as family and cultural reasons, that children and young people maintain and develop their first or home language whilst their English is developing.

We believe that all languages need to be valued and celebrated!
Parents should therefore be encouraged to promote the use of first/or home languages, for example in:

- everyday family conversations
- discussing homework, such as stories in reading books
- phoning/corresponding with relatives.
- reading dual language books with younger children at home

- providing books, newspapers etc in the first/home language for older children.

Good websites and EAL PARENT SUPPORT

Information for parents
- www.dgteaz.org.uk/resources/letters.htm Excellent site for standard letters for parents translated into a wide range of languages
- www.parentcentre.gov.uk a DfES website that provides leaflets and information about the English education system available in 14 different languages Useful websites for new arrivals – includes bilingual resources
- www.bfinclusion.org.uk This is the EAL website for Bracknell Forest. It features advice from the EAL Handbook as well as links to the best websites for resources, translations etc.
- www.eurydice.org/Eurybase/framesset_eurybase.html information about education systems within Europe • www.bbc.co.uk/languages – This BBC website features information about and courses on European languages. Go to the page www.bbc.co.uk/languages/other/quickfix to see and hear a few common words and phrases in 36 languages. Very useful if you want the class to learn welcoming phrases before a new pupil arrives.
- www.bbc.co.uk/polish/learningenglish On this page BBC World Service produce Polish/English content for people trying to learn English. Mainly suitable for Polish pupils who are beginners at Secondary schools.
- www.newburypark.redbridge.sch.uk/langofmonth This award winning primary school website features 28 languages with more to come. Suitable for an interactive whiteboard as well as individual use. It covers useful words and phrases, resource packs and sound files for teachers who want to focus on a language of the month with their classrooms. • www.enchantedlearning.com : offers downloadable worksheets in seven languages, e.g. Portuguese, Spanish. Particularly good for material suited to the EAL beginner.

- www.learninggrids.com downloadable material for use with Clicker5, ClozePro and Wordbar
- www.inclusion.ngfl.gov.uk Becta's free resources such as sheets with common ICT terms and computer-related phrases translated from English into other languages. Sheets with drawings of science equipment and safety rules are also available in many languages.
Other translation websites
- www.itools.com/lang an excellent translation site providing on line dictionaries. On line text and web page translation available in Spanish, French, German, Portuguese, Italian and Norwegian. Translation service available for a much broader range of languages.
- www.world.altavista.com offers instant translation into many languages • www.foreignword.com – free on-line dictionaries and translation. Available in Polish, Slovenian, German, Catalan, Russian, Italian and Turkish.
- www.google.com/language_tools allows you to locate printed material in a broad range of languages with a subject search facility.
Useful for set texts and involving the class in the pupil's language which may be downloaded and translated using:
www.itool webpage translator
- www.yourdictionary.com background information on languages
- www.ilovelanguages.com similar to the above
- www.onlinenewspapers.com pupils can read the local newspaper from home in their first language
- www.mdbg.net/chindict translates English words into Chinese ideographs
- http://deall.ohio-state.edu/chan.9/cdict.htm provides links to web accessible resources for (Mandarin) Chinese such as bilingual word lists, translation tools and on line dictionaries
- www.hazar.com translation site for Turkish Websites for pupils –

English games and stories
- www.learnenglish.org.uk/kids Games on a variety of basic vocabulary. Click on 'topics' and choose 'games'. Try 'paint it' as well as others.
- www.manythings.org A variety of activities and games on page titled 'Interesting things for ESL students'. Try 'Football Quiz', 'Scrambled sentences'. • www.englishspace.ort.org More suitable for older pupils – provides quizzes on many grammar topics.
- www.bbc.co.uk/cbeebies/storycircle This site offers different stories with cartoons which you can listen to and read at the same time. Many stories are interactive.

EAL – How do we support EAL children?

Shortstown Primary school will provide a supportive learning environment based on the following features:
- Structured lessons that draw pupils in from the start of the lesson
- Active and engaging tasks which encourage all pupils to participate
- Teaching and learning strategies that are oral and interactive
- An emphasis on short-term planning, which includes planning for input and support from other adults in the classroom, to ensure the learning opportunities are maximised
- Subject-specific language skills and conventions of particular forms of writing, which are made explicit and demonstrated by the teacher
- Planned opportunities for oral rehearsal in pairs and in small groups
- A requirement that pupils apply learning, supported by group work, before moving to independent activity
- Early Reading Research phonics teaching
- Additional intervention support around language development and having fun.
- Polish school to encourage Polish children (second highest number of children after English) to appreciate their own language and culture.
- Buddy system for those new to the country and the language. With peer support.
- Use of EAL speaking and listening tracker to identify aspects of learning required and to monitor individual progress.
- Provision maps to highlight support and identify other interventions which could be used.
- Feedback and conversations with parents.
- Providing staff with specific EAL activities to use at Wave 1.
- English recorded books with pictures of items, routines for the children to take home and share with parents.
- Cultural celebration activities shared throughout the school.
- Trained member of staff leading the learning in school.
- Working with other schools with high population of EAL children.
- EAL policy to support teaching and learning in school.

EAL-Language Acquisition

This outline of the development of children's learning of English as an additional language has been prepared by NALDIC (http://www.naldic.org.uk/) to inform judgements made by educators in assessment contexts. It draws on research findings. The process should be seen as cumulative and there will be variations in the rate of development according to environmental, personal and social factors.
- However, it is essential that adults continue to talk to children, to pick up their non-verbal responses, to support the child's understanding of meaning, and to involve them in activities, these

- strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment.
- Many bilingual children who are at an early stage in learning English go through a silent period when they first enter an unfamiliar setting. This can last for up to six months or longer. This is not a passive stage. During this time, children will be watching, actively listening, and exploring their environment to understand new experiences and to develop new meanings. They will be trying to relate previous knowledge to new contexts. It is important that the children should not feel pressurised to speak until they feel confident enough to do so.
- During this time, children may begin to use non-verbal gestures as a response to a question or to indicate a need. Understanding is in advance of spoken language.
- Many children may begin to 'echo' single words and some short phrases used by adults and peers. All attempts at speech should be encouraged and praised.
- There will be a development of 'formulaic' language ('chunks' of social speech) e.g., "Mummy come soon", "My turn". Children may begin to join in with story refrains, repetitions and songs.
- Chunking will continue, but children increasingly begin to use one word utterances (frequently nouns) which will perform a range of language functions (e.g. questioning, naming, responding).
- Children will then begin to generate their own 'telegraphic' sentences, using two or three word utterances. Function words are likely to be omitted, the main concern being the communication of meaning. Non-verbal gestures will often accompany speech. Holistic phrases (a development of 'chunking') will continue during this stage.
- Children will begin to use extended or simple sentences which contain surface developmental errors in the use of plurals, tenses, personal pronouns, function words and articles. Again the emphasis is on the communication of meaning.
- Increasingly, children will develop more control in their use of functional language. However, surface errors in the use of tenses, word endings and plurals will continue for some time until children understand the use of different grammatical structures in the target language, which may be very different from the home language.

EAL- What are British Values?

The Department for Education 27 November 2014 published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.
The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
According to Ofsted, 'fundamental British values' are:
- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

School Inspection Handbook from September 2015
Advice from the Department for Education is that British values should be promoted through SMSC. SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.
http://www.doingsmsc.org.uk/
This is set out in Promoting fundamental British values as part of SMSC.

Frequently asked questions

Is there an EAL curriculum?
No, there is no nationally agreed curriculum for school aged EAL learners in England.
In England, the policy since the mid 1980s is that EAL learners, with all learners, should have equal access to the National Curriculum with no specific EAL curriculum. The focus has been on delivering National Curriculum English , which has been considered a good model for both first and additional language learning.

Is there a nationally agreed EAL assessment system?
No. The statutory requirements for assessing pupils with EAL are the same as that for pupils with English as a first language. Teachers are expected to use the National Curriculum English attainment levels for the assessment of the English language development of pupils with EAL. However many schools do use different assessment methods and materials, including EAL stages.

EAL-Who are New Arrival EAL?
High mobility within school populations has been a common feature of many cities in England for decades. In these cities, schools have become accustomed to welcoming new arrivals and supporting them with induction procedures that enable children and young people to rapidly become accustomed to schooling in the UK and make good progress. Indeed, many new arrivals outperform their peers after a few years of education in the UK.

The new arrivals' experience
New arrivals are not a homogenous group and do not necessarily have a common set of educational needs. New arrivals may:
have had full schooling in another country;
- have had no previous schooling;
- have had interrupted schooling;
- be literate in one or more languages;
- be highly motivated;
- be gifted and talented;
- be used to a different educational system;
- have a fractured educational history;
- have attended one or more schools (in England or abroad) before the present one;
- have learning difficulties;
- come from a range of cultural, religious, national and linguistic backgrounds;
- be living with parents who are experiencing emotional difficulties or withdrawal themselves;
- be experiencing cultural disorientation as well as feelings of loss, grief and isolation.

It is vitally important to acknowledge this diversity and complexity at the outset in order to:
- respond to children's diverse learning needs;
- set suitable learning challenges;
- overcome potential barriers to learning

(New Arrivals Excellence Programme Guidance 10 Primary and Secondary National Strategies)