Auditing Universal Provision for EAL Learners

EAL Networks

Spring Term 2018

Aims

✓ To develop an understanding of the pedagogy underpinning universal EAL provision

✓ To share the main principles that should be present in high quality universal provision for EAL learners

✓ To explore ways of auditing provision whilst promoting whole staff buy in.

Underpinning Pedagogy

'EAL pedagogy is the 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.'

(NALDIC 2011)

Use of Dominant Language

Provision in schools should:

- Support and develop the child's competence in the dominant language

- Innate ability to learn language

- Surface features of all languages derive from a common underlying proficiency

- Knowledge developed in first language can easily be transferred to second or third languages (Cummins 1981)

Challenging Learners
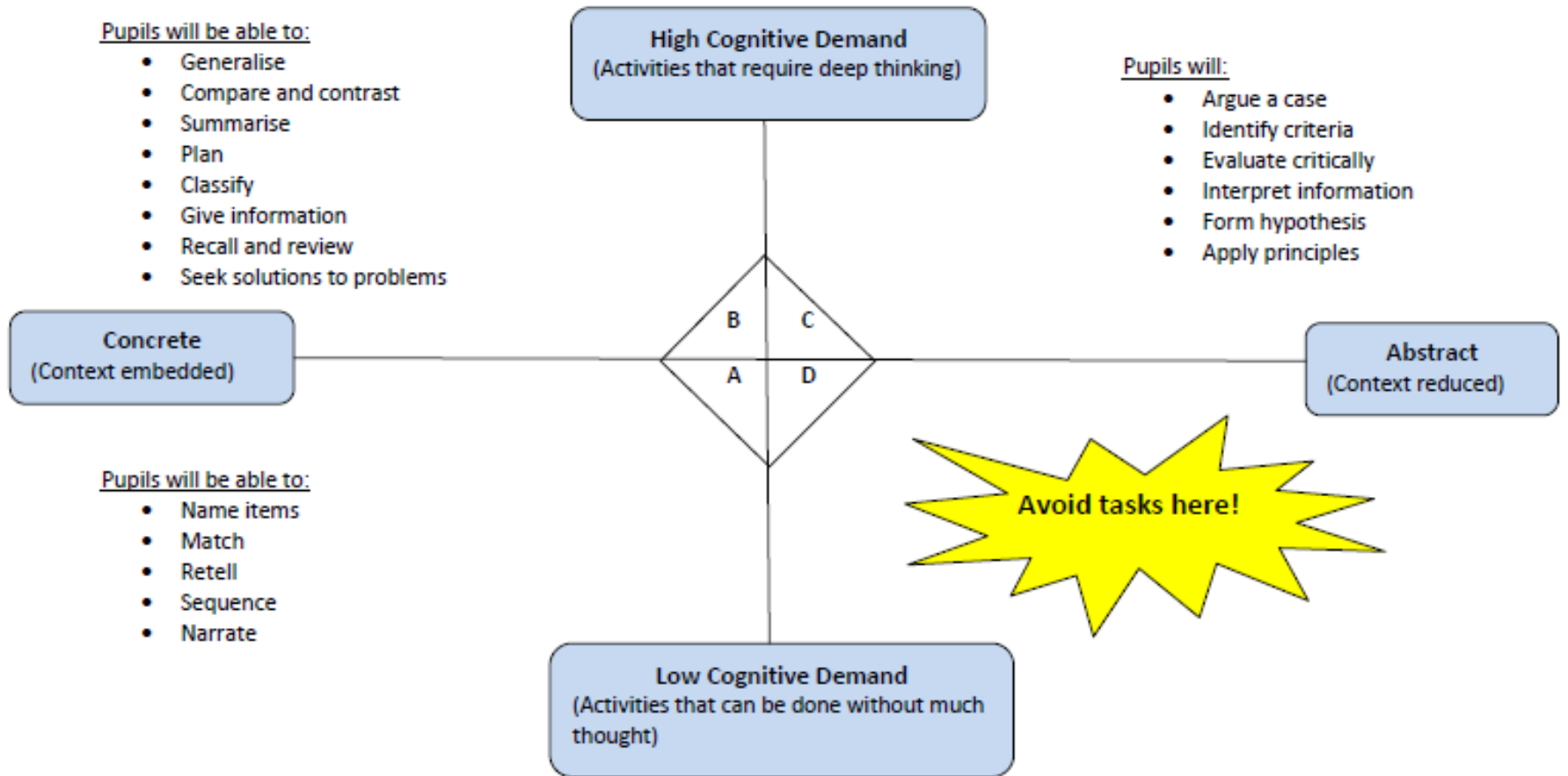
Links need to be made between:

- Language acquisition

- Cognitive development

- Academic development

Work should be provided that is sufficiently challenging for both those who are new to English as well as more advanced EAL learners

Pupil and School Support

Challenging Learners

A planning frame

Pupils will be able to:
- Generalise
- Compare and contrast
- Summarise
- Plan
- Classify
- Give information
- Recall and review
- Seek solutions to problems

High Cognitive Demand
(Activities that require deep thinking)

Pupils will:
- Argue a case
- Identify criteria
- Evaluate critically
- Interpret information
- Form hypothesis
- Apply principles

Concrete
(Context embedded)

B | C

A | D

Abstract
(Context reduced)

Pupils will be able to:
- Name items
- Match
- Retell
- Sequence
- Narrate

Avoid tasks here!

Low Cognitive Demand
(Activities that can be done without much thought)

5 Principles of Good Practice

1. Activating prior knowledge in the learner

2. Providing a rich context

3. Encouraging learners to communicate in speech and writing

4. Pointing out key features of English explicitly

5. Developing learners' independence.

NALDIC 1999

1. Activating Prior Knowledge In The Learner

Strategies include:

- finding out what learners know about a topic through questioning

- mind-mapping in pairs or small groups

- use of first language

- relevant curriculum taking account of learners' cultural background

- discovery tasks

- KWL charts (what we Know, what we Want to know, what we have Learned).

2. Providing a rich context

Strategies to make the verbal more visual include:

- maps

- diagrams

- tables and grids

- graphs, charts and pictograms

- timelines

- flow charts

- videos

- computer graphics..

Additional contextual support can be provided by translating key words and encouraging learners to make links between their first language and English.

3. Encouraging learners to communicate in speech and writing

Strategies include:

- peer tutoring and coaching

- collaborative learning activities

- drama and role-play

- questioning strategies (asking questions where detailed response is required, allowing sufficient waiting time before expecting an answer)

- scaffolded writing activities (using writing frames, modelling, using notes, tables or planning boxes)

- opportunities to rehearse language orally before writing.

Pupil and School Support

4. Pointing out key features of English explicitly

Strategies include:

- drawing attention to specific grammatical forms used in texts or in speech

- providing oral and written models

- modelling and extending their use, providing opportunities to practise them

- scaffolding speaking and writing through the use of speaking and writing frames

- making links between specific features of English and the learners' first language, or encouraging learners to do this.

5. Developing learners' independence

Gradual Release of Responsibility Model for Teachers Creating Autonomy for Learners

Focus Lesson	Guided Instruction	Collaborative	Independent
High Support **Little/No Control** **When?** Explicit teaching. Whole class lessons related to Program of Studies. **Strategies** Think Aloud Direct Instruction Creation of Anchor Charts Etc.	**Low Control** **Moderate Support** **Level of LEAD LEARNER Support** **When?** Small Group/Partners **Strategies** Pair and Share Group Work Games Read to Someone, etc.	**Level of LEARNER Control** **Moderate Control** **Low Support** **When?** Small Group/Individual **Strategies** Pair and Share (share metacognition), Group Work Games, Read to Someone, etc.	**High Control** **Little/ No Support** Ind. reading, writing, creating, collaborating, etc.
I do it.	**We do it.**	**You do it together.**	**You do it alone.**

Pupil and School Support

Additional adults

- specialist EAL teachers

- teaching assistants (TAs)

- bilingual teaching assistants (BTAs)

- parents

- other community members

All additional adults should have access to training about the needs of EAL learners so that they can support the mainstream teacher in providing effective teaching.

TA Support in the Classroom

- pre-teaching key vocabulary before a topic is tackled in class

- finding appropriate visuals in advance to help EAL learners access the lesson

- observing EAL learners to feed into mainstream teacher's assessment and planning

- providing language models for EAL learners

- facilitating group work in class – not necessarily the same group each time, and this can be groups that include learners who can provide good models of English

TA Support in the Classroom

- contributing towards planning

- supporting EAL learners' effective use of bilingual dictionaries and/or translation software

- giving beginner EAL learners an opportunity to rehearse an answer to a question privately before speaking in front of the class

- role playing with the class or subject teacher to show what the expectations of a task are – e.g. demonstrating and modelling the expected language for group discussion (*What do you think? I don't really agree with that because …*).

Pupil and School Support

BTA Support in the Classroom

- contribute to school awareness of the needs of bilingual learners

- facilitate appropriate use of EAL learners' other language skills

- interpret key words and instructions

- use first language to explore concepts in greater depth

- feed knowledge of learners' understanding of key concepts into the teacher's assessment and planning

Strategies For Auditing Provision

Method	Pros	Cons
Learning walks		
Observations		
Individual audit		
Stakeholder consultations		
Other?		

Pupil and School Support

Access to Education

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Partners on the pathway to a positive future for children and young people