

**From pre-teaching to
whole-class teaching:**

**How to successfully skill learners to access
curriculum content in class**



**Brought to you by:
Caroline Scott
Author & Director
Across Cultures
caroline@axcultures.com
www.axcultures.com
www.learningvillage.net**

Contents

- Introduction - consider the vocabulary gap
- Considering language learning alongside content
- Scaffolding the language to support access to the curriculum through pre-teaching and independent learning



DICTOGLOSS

A strategy for developing speaking
listening, reading and writing

Nature of Language

- Languages are systematic
- Languages are symbolic
- Languages are social



Knowledge needed to acquire a language

- Lexicon
- Phonology
- Morphology
- Syntax
- Non-verbal structures
- Discourse

Saville-Troike, 2007

Key to consider:

- **BICS – Basic Interpersonal Communication Skills**
- **CALP – Cognitive Academic Language Proficiency**

Cummins (Various)

- **Vocabulary – academic, technical, everyday language**
- **Language structures associated with the text type you are teaching**

Let's focus on one of the core requirements...

language learning alongside content learning

**Predict the impact of a new runway at
Birmingham City airport.**



Recording your activity

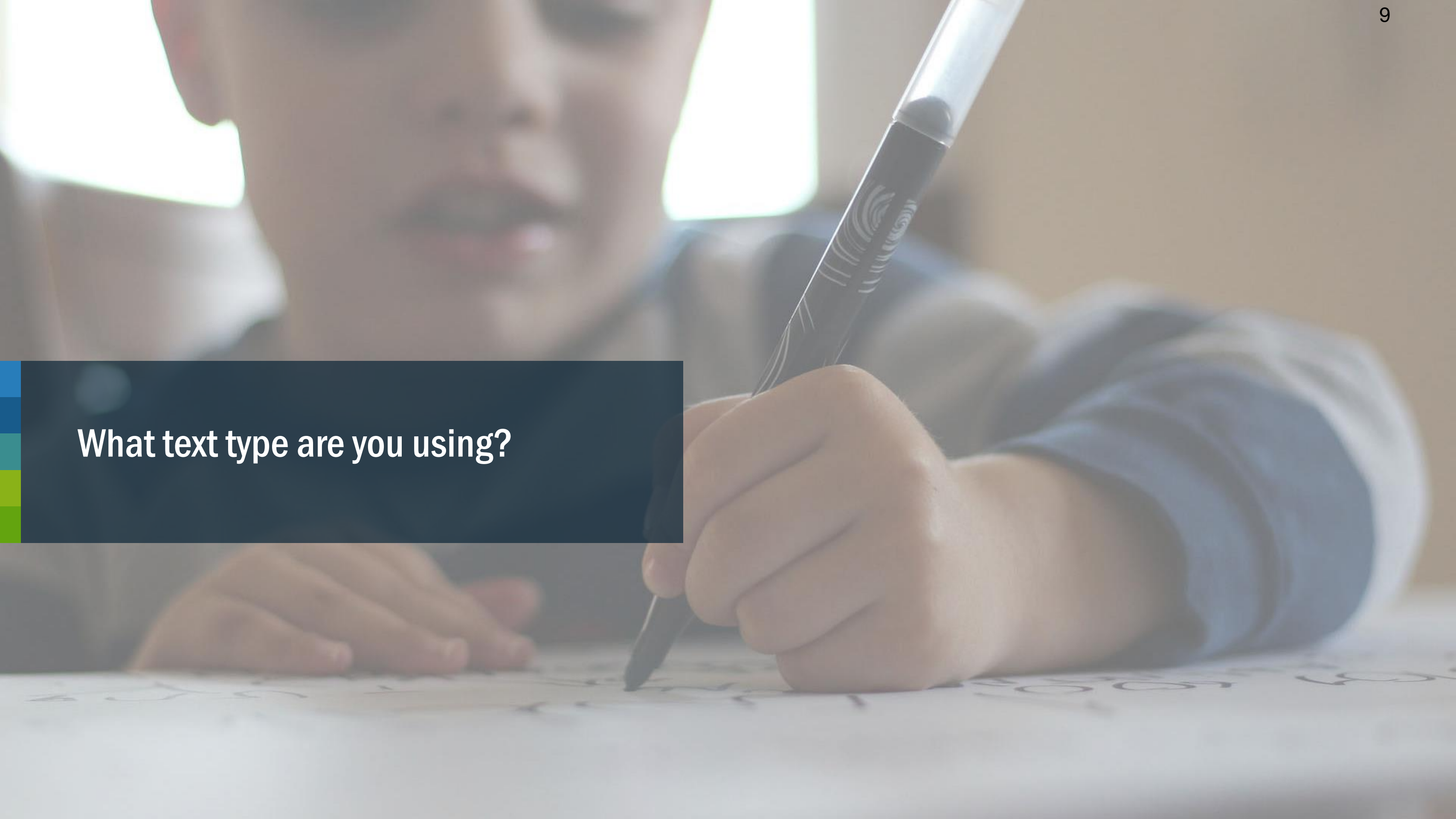
Learning challenge:

Predict the impact of a new runway at Birmingham City Airport.

Key vocabulary

Key language structures

What text type are you using?



Consider using substitution tables



Learning challenge:
 Predict the impact of a new runway at Birmingham City Airport.

The impact of a new runway at Birmingham city airport	Model verb + result in	adjective	outcome
	mightn't result in will result in won't result in could result in couldn't result in should result in shouldn't result in	increased decreased	noise-pollution. air-traffic. land traffic. tourism. hotel use.

What would we pre-teach?





Explain why we have day and night.

Recording your activity

Learning challenge: Explain why we have day and night.

Key vocabulary

Key language structures

A close-up photograph of a person's hands writing on a document. The person is wearing a blue long-sleeved shirt and is holding a black pen. The document has some faint, illegible text on it. The background is blurred, showing a window with light coming through. A dark blue rectangular box is overlaid on the left side of the image, containing the text "What text type are you using?".

What text type are you using?

Consider using substitution tables



Learning challenge: Explain why we have day and night.

Consider using substitution tables



Learning challenge: Explain why we have day and night.

The earth turns on its axis	therefore,	in the day	the earth	is facing	the Sun
	as a result	in the night		is not facing	
	due to this		the Sun		the Earth

What would we pre-teach?





To know that the inverse of multiplication is divide.

What does your substation table look like?

What does your substitution table look like?

**Learning challenge:
To know that the inverse of multiplication is divide.**

If	three times five	equals	fifteen	then	
	four times two		eight		

What would we pre-teach?



Have a go...

What is the text type?

Create a substitution table for each learning challenge on your table.

Consider creating a substitution table for each of these learning challenges

- Describe how animals obtain their food.
- Compare the difference between things that are living, dead, and things that have never been alive.
- Recognise that sources of light are required to see at night.
- Find patterns in the way that the size of shadows change.
- Identify seasonal and daily weather patterns in the UK.
- Understand how the internet can provide multiple services.
- Describe and understand key aspects of land use.

Learner-directed cycle of learning



Teacher or student to choose the language learning objective and proceed with learning



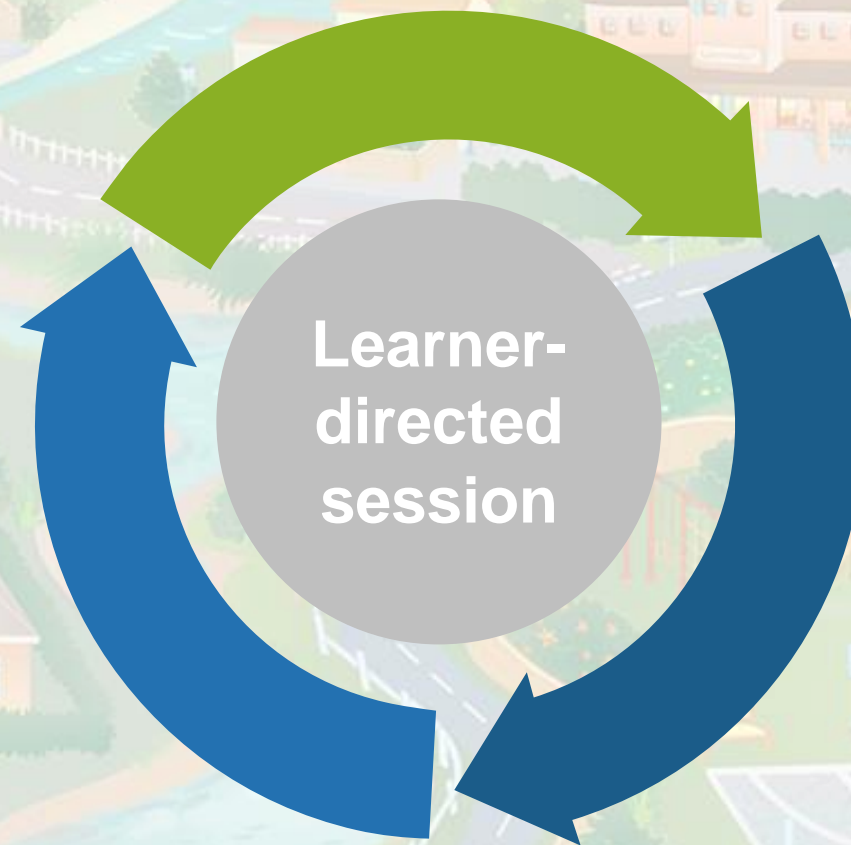
Learn

Listen, read, say, check, hide, write & review



Assess

Complete an assessment of learning



Practise

Complete practice games

Teacher support cycle of learning

Consolidation

Apply to real life experiences, films, books or other relevant material, then link back to Connection – what have they learnt?
What more do they need to learn?
Use of multiplayer as a targeted revision tool.

Connection

Assessment – What do they know?
What do they need to know?

Teacher-supported
small group
session

Activation

Have a go at the target language.

Demonstration

Engaging speaking & listening activity, e.g. achieving objective through use of flashcard games and role-play.



The Learning Village

www.learningvillage.net

The Learning Village provides EAL blended learning for learners in schools including 9000+ vocabulary and language structures.

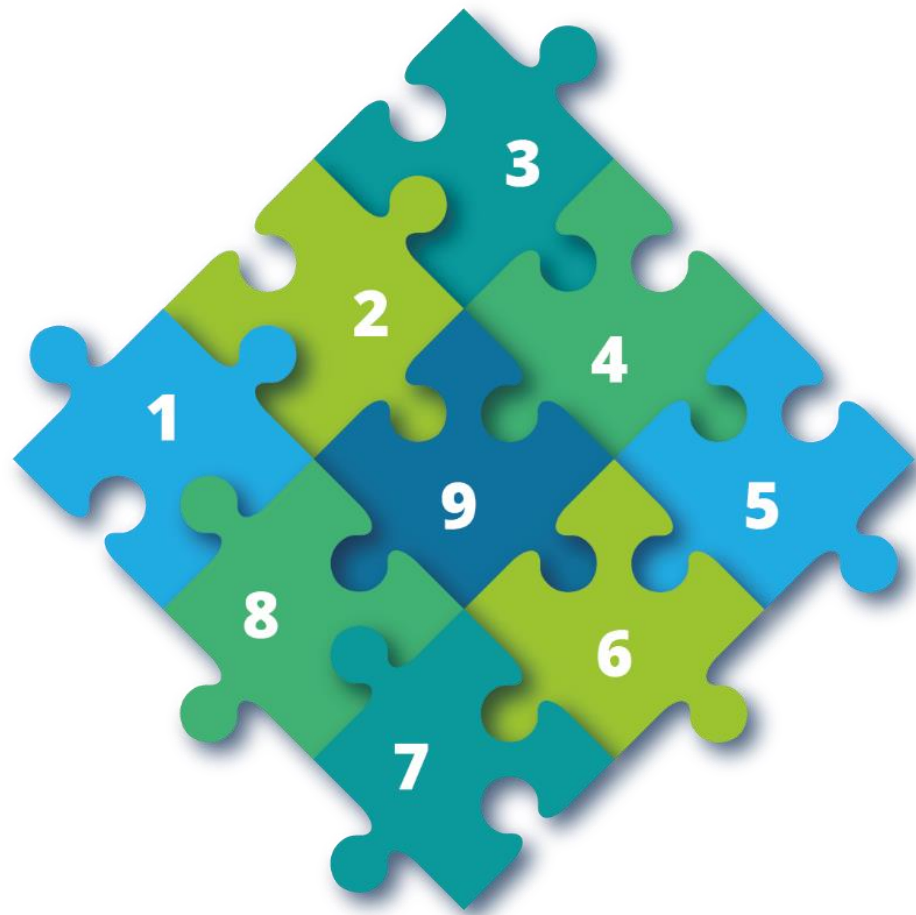
Offering small group and independent learning for:

- Induction to English, gap filling, pre-teaching curriculum language
- Suitable for those with any language and those not literate in their home language.
- Full assessment and real-time tracking



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EAL FRAMEWORK



Strands

1. Understanding EAL learners in the mainstream
2. Enhanced admissions
3. EAL assessment
4. Induction-to-English
5. Planning for EAL learners
6. Differentiation for EAL learners in class
7. Focussed scaffolding of language
8. Supportive language learning strategies
9. Whole school EAL development

How long is this going to take?

'It takes on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence. Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex texts containing unfamiliar cultural references and to write the academic language needed for success in examinations takes much longer.'

Findings from by Cummins (199) and Cummins and Nakajima (1987)

'every child succeeds within a culture of high expectations' (*Framework, 2006*)

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