



The Open
University

The Distinctiveness of EAL

Dr Frank Monaghan
School of Languages and Applied Linguistics
The Open University

Birmingham Pupil and School Support
EAL Conference
June 7, 2018

Overview

- A brief history of EAL
- Some stats
- Some stories
- Policy responses
- The distinctiveness of EAL
- Creating a supportive classroom for new arrivals
- Finding support: NALDIC and beyond

A brief history of EAL
or
How did we get here?



A potted history of 'new' arrivals



A potted history of 'new' arrivals



A potted history of 'new' arrivals



A potted history of 'new' arrivals

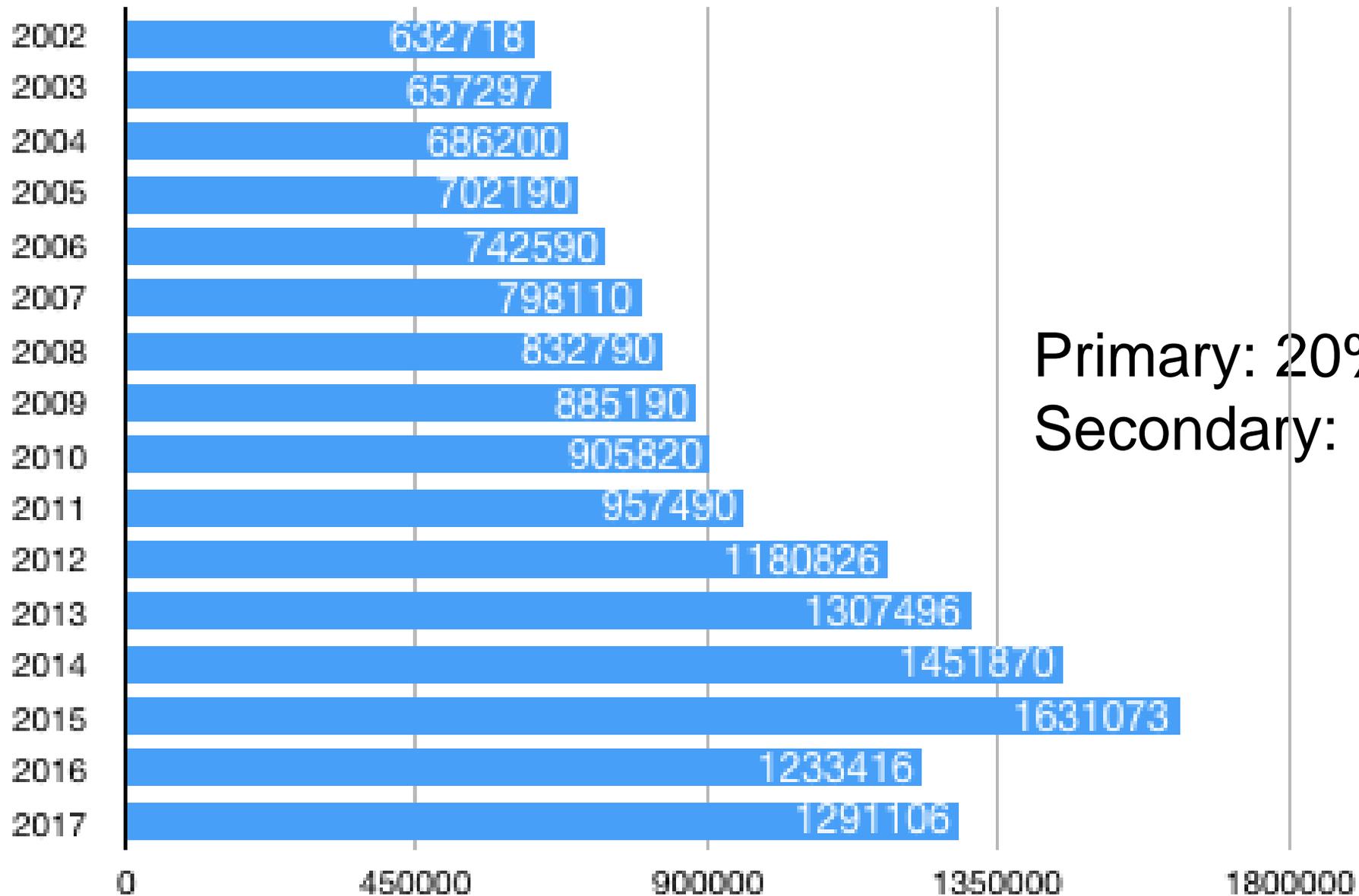


A potted history of 'new' arrivals



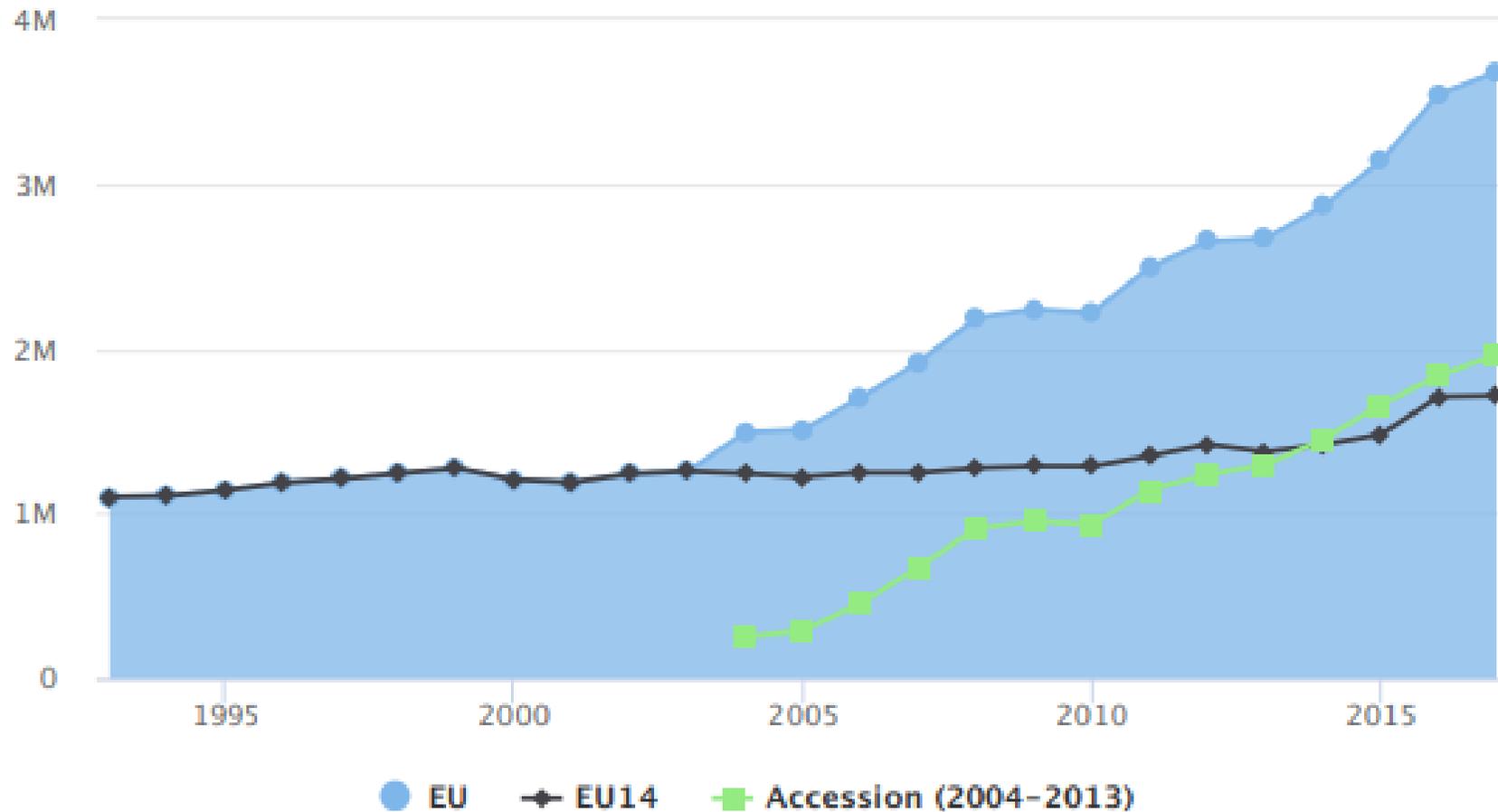
Some stats

Pupils with a language other than English 2002-2017



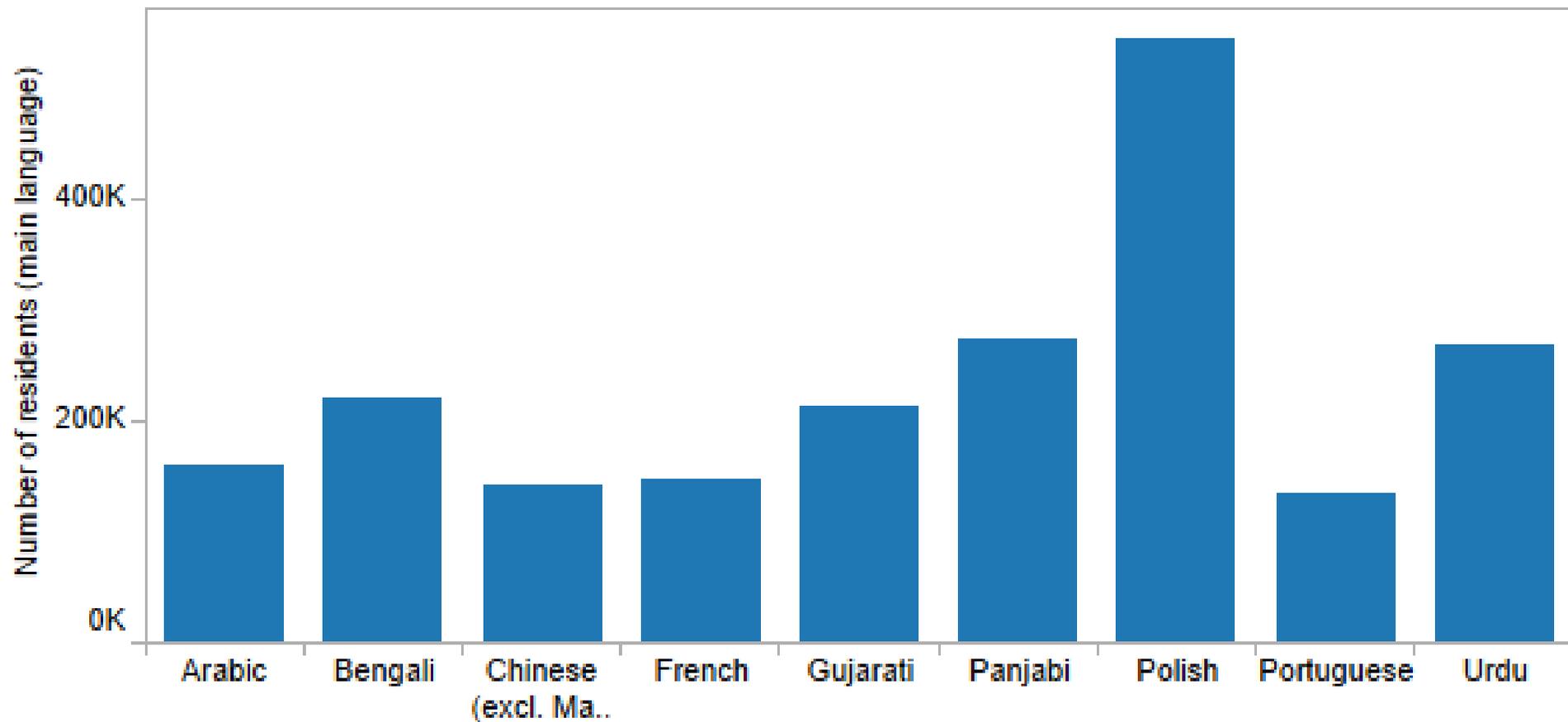
Number of EU-born in the UK, 1993–2017

Chart provided by www.migrationobservatory.ox.ac.uk



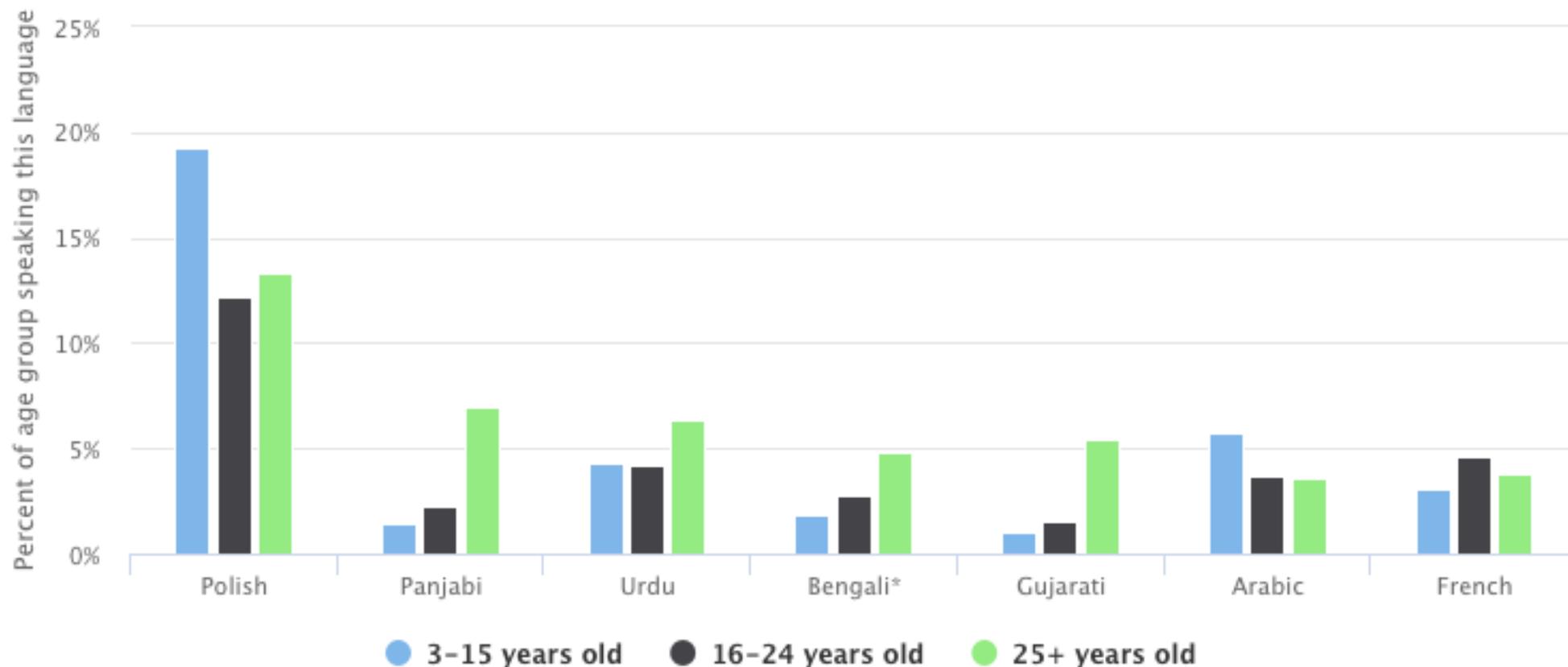
Source: Office of National Statistics, Labour Force Survey

2011 Census: Top foreign languages in England and Wales (i.e. main language)
www.migrationobservatory.ox.ac.uk



Top languages spoken by age group among non-UK born whose first language is not English

Chart provided by www.migrationobservatory.ox.ac.uk



Source: England and Wales Census 2011, ONS. Usual resident population; based on the micro-data subsample. * Bengali includes Sylheti and Chatgaya.

LA Name: **Birmingham**

Number of non-UK born children (0-15 y/o): **19,522**

% child (0-15 y/o) population who are non-UK born: **7.979**

% population (all ages) who are non-UK born: **22.21**

Largest group in number of non-UK born children (0-15 y/o) : **Middle East and Asia**

% immigrants born in EU14 (0-15 y/o): **24.16**

% immigrants born in Accession (2001-2011) (0-15 y/o): **10.71**

% immigrants born outside the EU (0-15 y/o): **65.13**

% child population (0-15 y/o) who are EU-born (EU14 & Accession): **2.78**

% child population (0-15 y/o) who are non-EU born: **5.197**

2011 Census data: 54% of foreign-born children aged 3-15 years old did not have English as their first language.

- A majority (78%) of 3-15 year olds with another first language were reported as speaking English well or very well, by the household member filling in the Census form.
- In total, 88% of 3-15 year old foreign-born children spoke English well, very well, or as a native speaker.
- Among all children (both UK and non-UK born) who did not speak English well or very well in 2011, the majority (55%) were 3 to 4 years old.
- Among young adults aged 16-24, 60% reported having a different first language, of whom 87% spoke English well or very well.

Percentage of pupils achieving 5+ A*-C GCSEs including English and Mathematics by ethnicity

		% Boys	% Girls
1	All pupils	52.5	61.8
2	White British	52.4	61.7
3	White: Gypsy/Roma	7.7	9.6
4	Mixed: White/Black Caribbean	43.6	53.7
5	Mixed: White/Asian	63.6	69.9
6	Asian: Indian	69	75.5
7	Asian: Pakistani	47.8	55.7
8	Asian: Bangladeshi	58.3	60.3
9	Black Caribbean	39.3	52.4
10	Black African	50.6	60.8
11	Chinese	70.4	82.9

Average Attainment 8 Score per pupil 2016/17

Location	L1 English	EAL
England		
Birmingham		
Warwickshire		
Dudley		
Sutton		
Peterborough		
London		

Average Attainment 8 Score per pupil 2016/17

Location	L1 English	EAL
England	46.3	47.7
Birmingham	46.4	45.6
Warwickshire	48.7	52.8
Dudley	44.0	41.0
Sutton	54.7	61.8
Peterborough	43.2	40.0
London	48.7	49.6

EAL attainment – impact of age of new arrival



- EAL students with English as their main language who were born in the UK or arrived age 0-4 do not differ significantly in achievement at age 14 from English only speakers.
- Within all groups, attainment at age 14 is lower among students who have very recently arrived in the UK at age 11-14.
- EAL students who still have a language other than English as their first or main language at age 14 achieve lower scores, regardless of when they arrived in the UK.
- The associations weaken somewhat by age 16, reflecting greater than average progress by EAL. However, students with a main language other than English still lagged behind, particularly those who had entered age 11-14 (Strand et al, 2015)

<http://www.migrationobservatory.ox.ac.uk/briefings/demographics-young-migrants-uk>

https://www.unboundphilanthropy.org/sites/default/files/EAL_and_educational_achievement2_0.pdf

EAL and SEN



Having English as an additional language is strongly associated with being identified as having SLCN in the early stages of education.

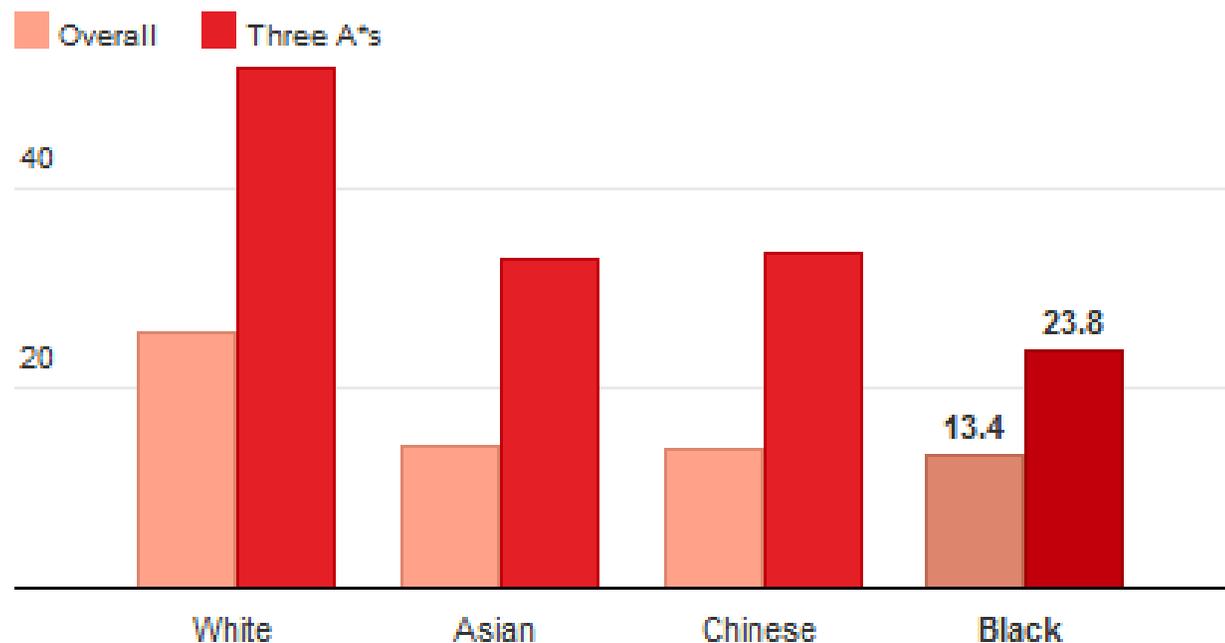
Ethnic over- and under-representation for both SLCN and ASD is pronounced:

- A child in one of the Black groups is almost twice as likely to be designated as having SLCN than a White British pupil.
- Overall pupils identified as EAL are almost half as likely to be identified with ASD as those with English as their first language.



% of applicants awarded a place at Oxford, by ethnicity

More than half of white students achieving three A*s at A level and applying to Oxford in 2010 and 2011 were awarded a place, compared to one in three Chinese or Asian students, and less than one in four black applicants. These ethnic disparities were higher than those between all applicants regardless of grade.



English is foreign to school's 440 pupils



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This is what's gone wrong with Britain

If you wonder what's gone wrong with Britain look no further than [Glasgow Primary School, Peterborough](#), where not one pupil speaks English as a first language.

By [Peter Hill](#)
Published: Sun, February 26, 2012

Comments

Like

249

Tweet

0

Ret

0



Nicholas Hejlen
Social Affairs Editor

A PRIMARY school with more than 440 pupils has revealed that not one of them speaks English as a first language.

Despite the language barrier, the school was last week celebrating a glowing report from Ofsted, after inspectors gave it

The MP

Stewart Jackson, the Conservative MP for Peterborough, said the city could not cope with a fresh influx. He urged the council to reconsider proposals to accept large numbers of families being moved out of London because of the government's housing benefits cap.



The Communities Secretary

If we don't get our resident population with an understanding of English, then they become a subclass that is virtually unemployable or are stuck in a ghetto. We should not be turning people out of our schools who aren't able to speak English like a native.



Eric Pickles on *Question Time* explaining why he claimed expenses for a second house just 37 miles away from his family home.





Comment:

When Labour came into power the open door immigration policy was designed to 'change the face of the country' forever. That was admitted by the Labour party themselves and boy haven't they? If millions of people descended on an African country and made the locals minorities it would be called genocide wouldn't it?

Policy Responses

The Bullock Report (1975)

‘No child should be expected to cast off the language and culture of the home as he crosses the school threshold, and the curriculum should reflect those aspects of his life’ (§20.5)

The Bullock Report (1975)

- ‘the adjustment of immigrant children to their new environment and to learning elementary English is only the beginning of what for most is a long process. It is a process that consists primarily of learning to live in or between two cultures, and of learning to handle two languages or dialects. (§20.2)

The Bullock Report (1975)



‘Every school with pupils whose original language is not English should adopt a positive attitude to their bilingualism and whenever possible help maintain and deepen their knowledge of their mother tongue.’
(§20.17)

In the secondary school, pupils who are past the initial stages of learning English need help in coping with the linguistic demands made on them by the various specialist areas of the curriculum. To this end there should be close cooperation between subject teachers and language specialists. (§20.12)

June Derrick (1977) *The Language Needs of Minority Group Children:*

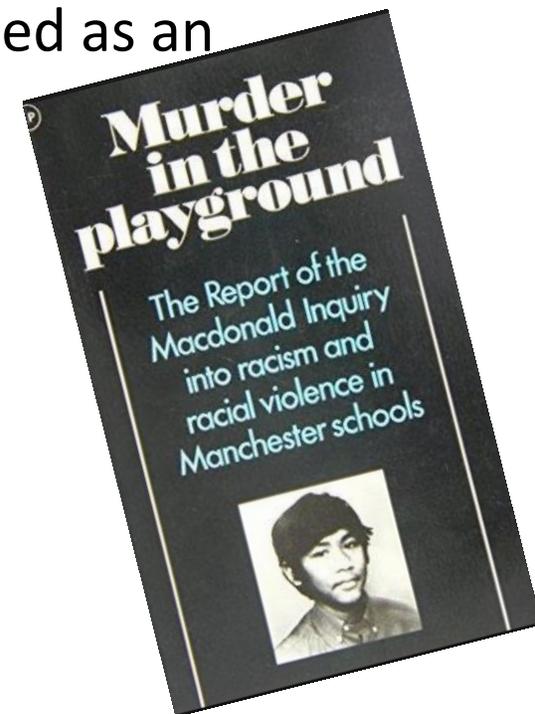
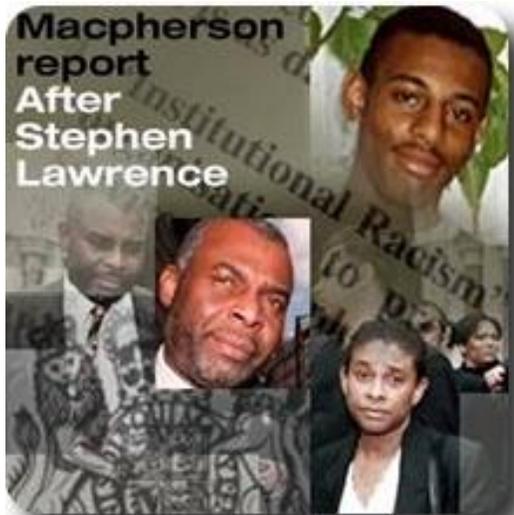
[the child should] ‘become “invisible”, a truly integrated member of the school community, sharing the traditional curriculum and participating in regular classes as soon as possible’ (p. 16)

The Swann Report (1983)

The Calderdale Report (1986)

The Burnage Report (1989)

- ‘The needs of learners of English as a second language should be met by provision within the mainstream school as part of a comprehensive programme of language education for all children.’ (Part V, 5.3) Separate provision in language centres regarded as an example of institutional racism.



Moving into the Mainstream, Jill Bourne, (1989)

Bilingual Learners and the Mainstream Curriculum, Josie Levine (1990)

- Second language acquisition to be seen: ‘as part of a continuum of language development, not in itself a very different process from extending the repertoires of a first language across an increasingly differentiates range of domains. (JB, p. 64)
- Provision for bilingual learners must be intent upon: Integrating learning and language learning; engendering self-confidence, and self and inter-group respect; being positive to pupils’ identities and cultures; not ‘selling short’ any of the students.’ (JL, p. 277)



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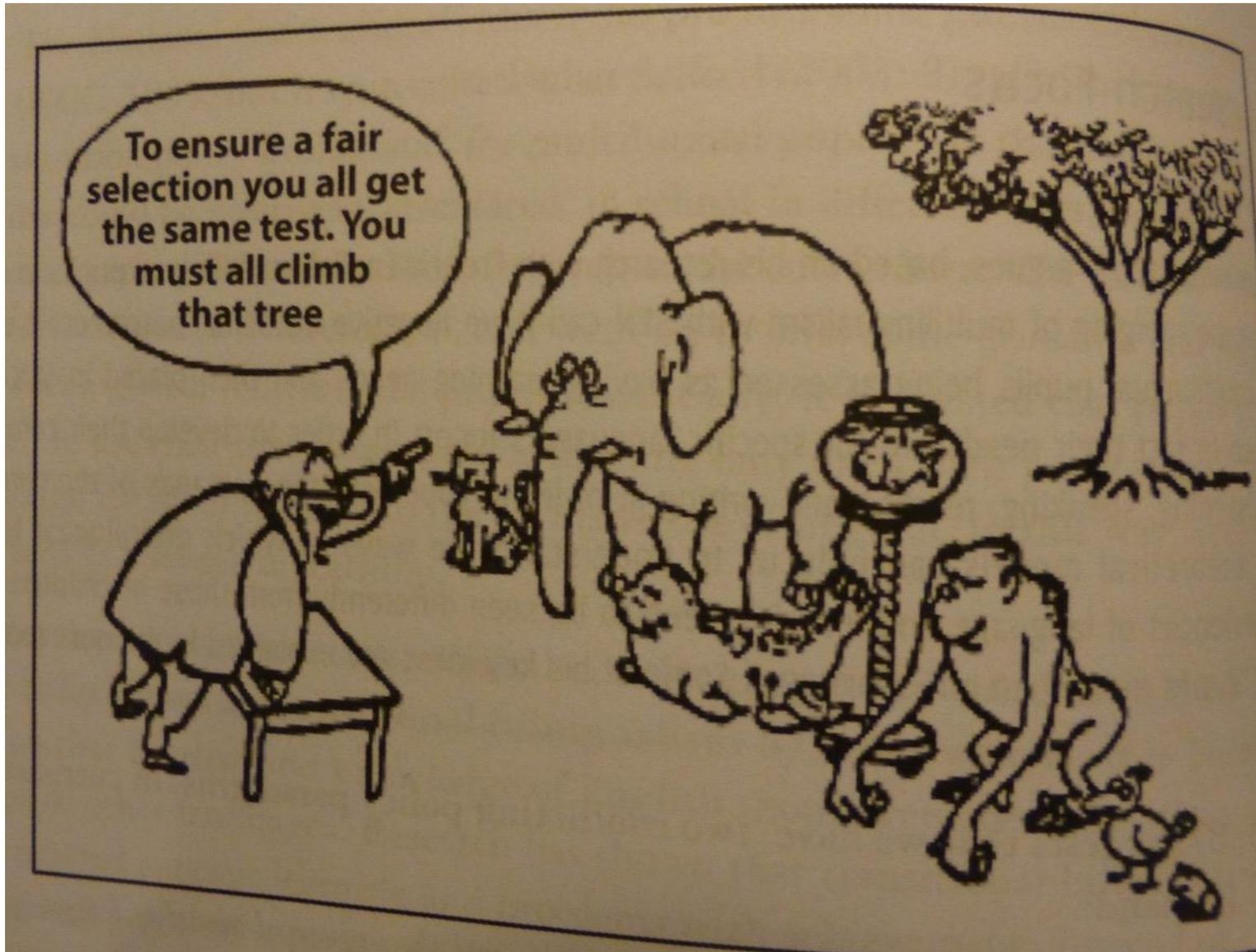
What are we doing here now?

EAL in the National Curriculum

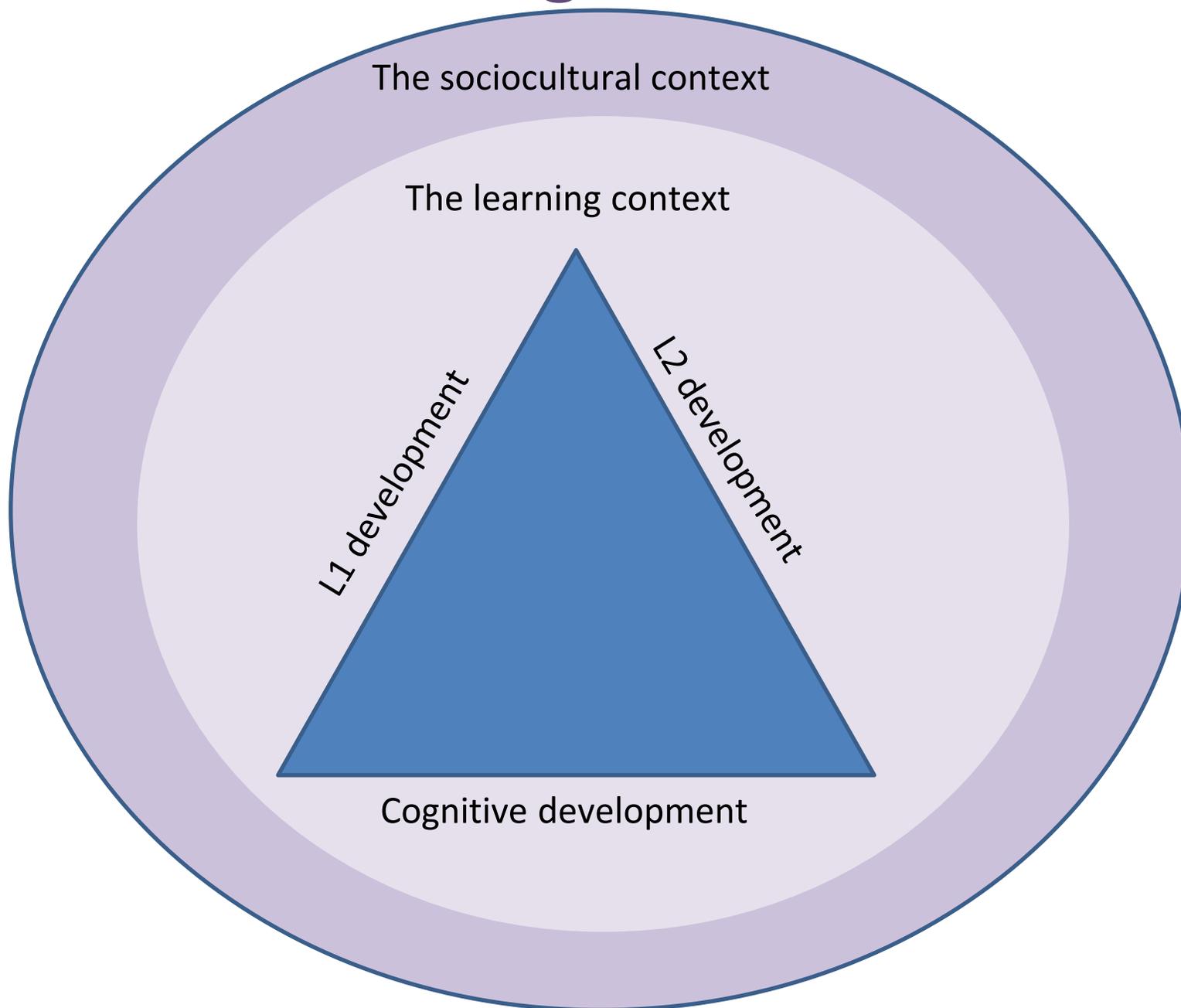
4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

The distinctiveness of EAL



The bilingual learner



What new arrivals have to learn



Sociocultural processes

- Emotional responses to school
- Experience of prejudice and discrimination
- Group status
- Acculturation vs. assimilation

Cognitive development

- Before/outside schooling
- In/through schooling

Academic development

- All curriculum areas
- Succeeding years lead to dramatic expansion of *vocabulary, sociolinguistic, and discourse* dimensions to higher cognitive levels

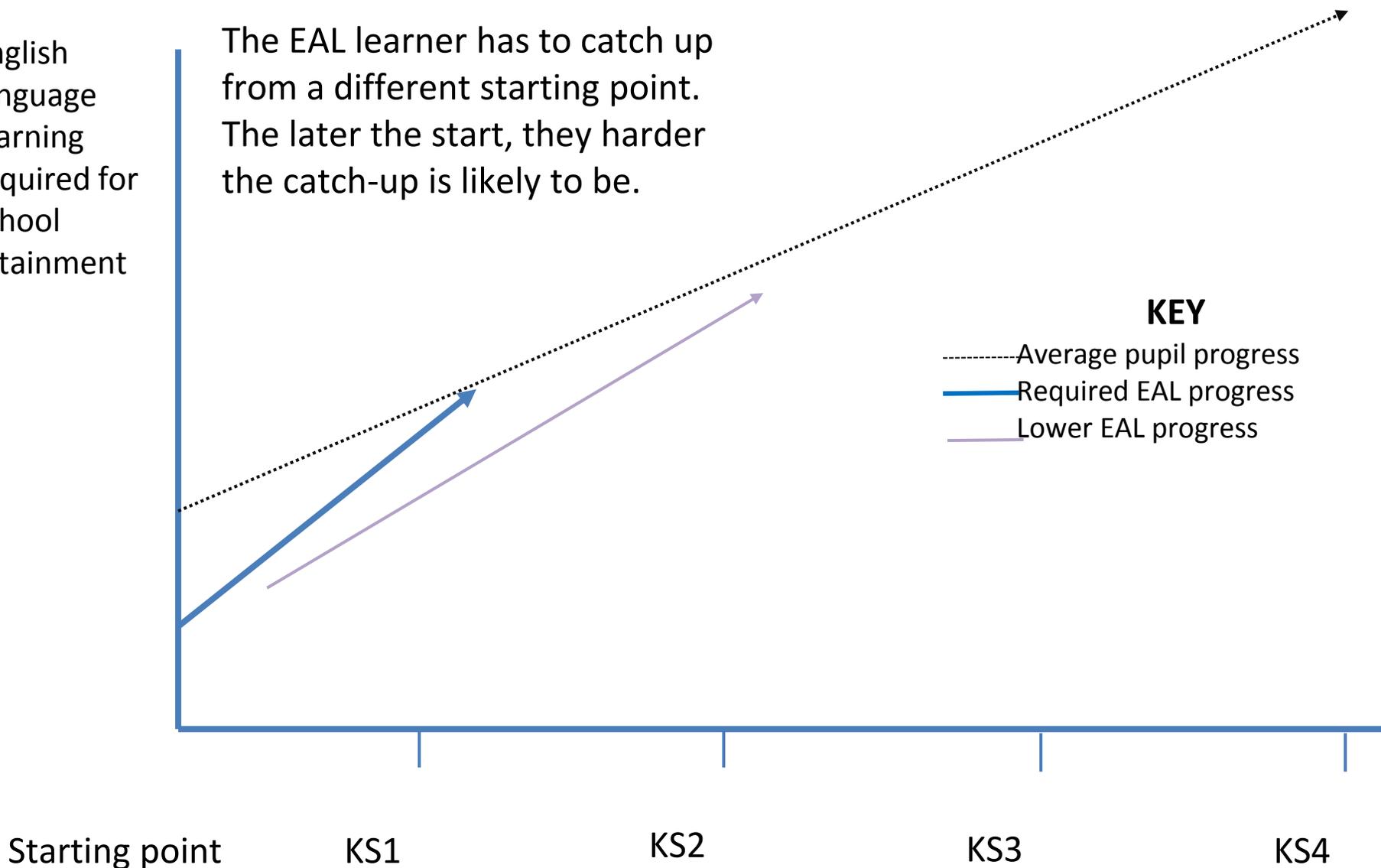
Language development

- Acquisition of oral and written system
- Pragmatics
- Paralinguistics
- Discourse

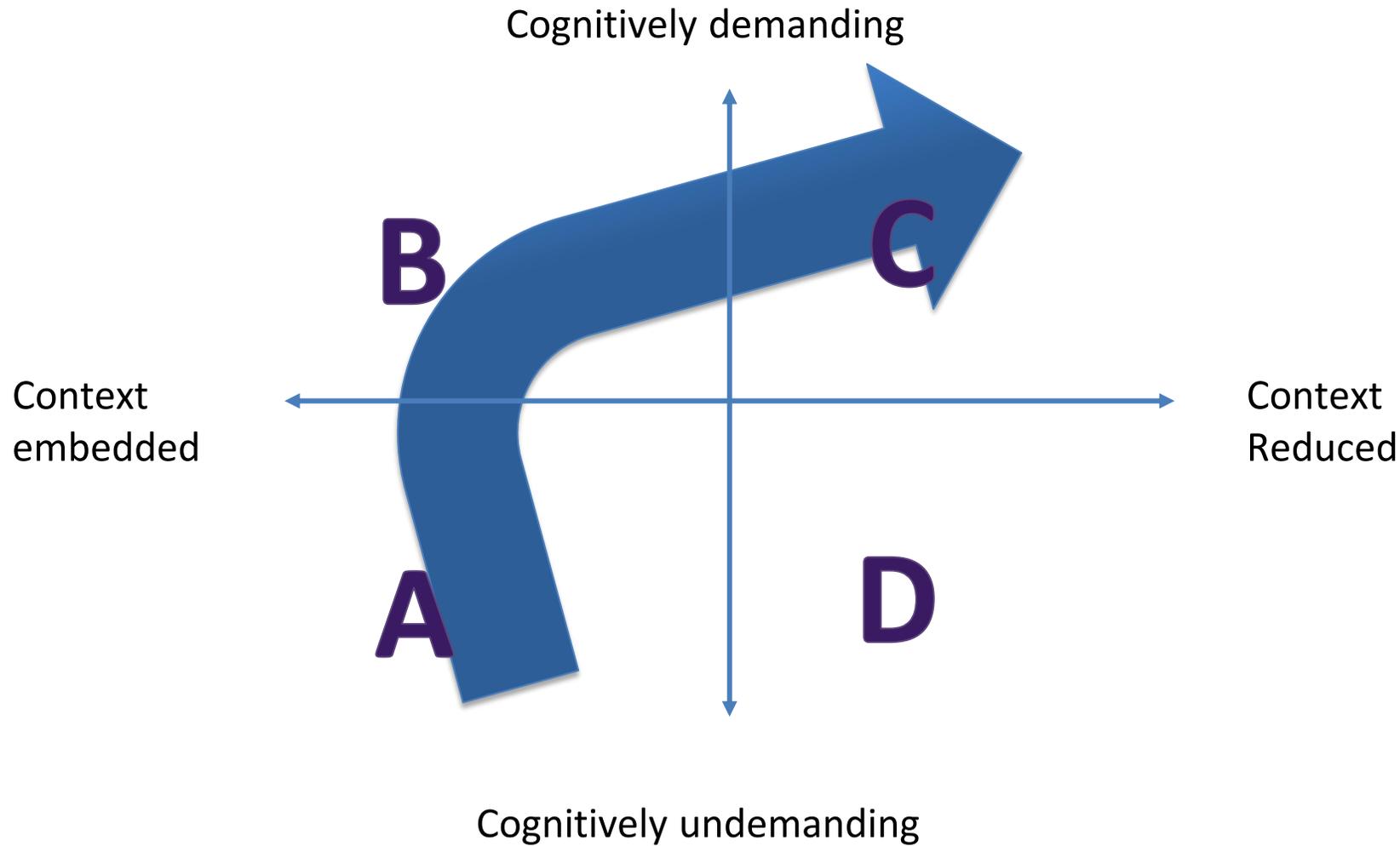
The EAL Learner's task

English language learning required for school attainment

The EAL learner has to catch up from a different starting point. The later the start, the harder the catch-up is likely to be.



The Cummins Quadrants



Assessing New Arrivals

- DfE Proficiency scales
 - <https://ealresources.bell-foundation.org.uk/sites/default/files/document-files/DfE%20school%20census%20proficiency%20in%20English%20scale.pdf>
- Hounslow EAL Assessment Pack
 - <http://www.ealhls.org.uk/product/eal-assessment-pack-listening-and-speaking/>
- NASSEA Assessment framework
 - <http://www.nassea.org.uk/eal-assessment-framework/>
- Bell Foundation EAL Assessment framework
 - <https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>

EAL Assessment Framework



- EAL assessment should aim at ensuring that all learners achieve their full potential, with particular reference to English language development.
- The assessment and evaluation framework should be primarily formative in purpose.
- It should indicate what a pupil can do, inform curriculum provision, and enable diagnosis of needs and individualisation of learning, so as to promote potential development.

EAL Assessment – key factors



- Age
- First language educational history
- First language literacy
- English language proficiency
- English-medium schooling experience
- Academic track record
- Family and community circumstances.

EAL Assessment Framework



PRIMARY SPEAKING

Name:

Class:

First Language:

	Band A	Band B	Band C	Band D	Band E
	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
Early Development 	1 Can produce single words or short phrases and give simple greetings <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can communicate immediate, concrete matters using connected utterances <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'Animals less well adapted may fail to live long enough to reproduce and therefore become extinct') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year
	2 Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'comed', 'goed', 'he do') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can answer explicit questions from stories read aloud (e.g. who, what, or where) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can tell original stories with emerging detail <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year
	3 Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can use some vocabulary that has been introduced on tasks and in taught sessions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can give oral presentations on content-based topics approaching age-expected level <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can join in a social or on-task discussion without support or scaffolding for EAL <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year
	4 Can identify and name some school and everyday objects (e.g. 'table', 'pencil') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides has a square?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can retell events in a connected narrative where content is familiar, using story language where appropriate <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can compare attributes of real objects (e.g., 'X and Y are similar/different because...') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year
	5 Can make simple statements when prompted and supported by rehearsal (e.g. 'Boy has bike') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can speak to others socially using simple but mostly regular grammatical structures <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year	Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="text"/> Academic Year



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Creating a supportive classroom for new arrivals

DISCUSSION POINT



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- **What makes a classroom supportive for new arrivals?**

A supportive classroom for new arrivals



- A positive attitude towards children's L1
- Frequent opportunities for individual interaction with the teacher
- Planned opportunities for meaningful interaction with peers
- Bilingualism and biculturalism as overall objectives

A supportive pedagogy for new arrivals



- Activate prior knowledge
- Provide *comprehensible input*
- Encourage talk and collaboration
- Pay attention to form, function and language choices
- Scaffold reading and writing

Der Wasserkreislauf



https://www.google.co.uk/search?biw=1815&bih=861&tbm=isch&sa=1&ei=84ChWpKFBMLbgAaUlbjQDw&q=water+cycle+German&oq=water+cycle+German&gs_l=psy-ab.3...184823.185632.0.186937.6.6.0.0.0.0.52.238.6.6.0....0...1c.1.64.psy-ab..0.2.89...0j0i8i30k1j0i24k1.0._Wk0w3d0KF8#imgrc=mljS0_wKfyvleM:

The Water Cycle



https://www.google.co.uk/search?tbm=isch&q=Der+Wasserkreislauf&spell=1&sa=X&ved=0ahUKEwjCxcvXr93ZAhXL_LsAKHbcyC6kQBQgzKAA&biw=1815&bih=861&dpr=1#imgdii=0fTIQ-54h4lxRM:&imgcr=vwx0nU_AgokH2M:

The Water Cycle

sun

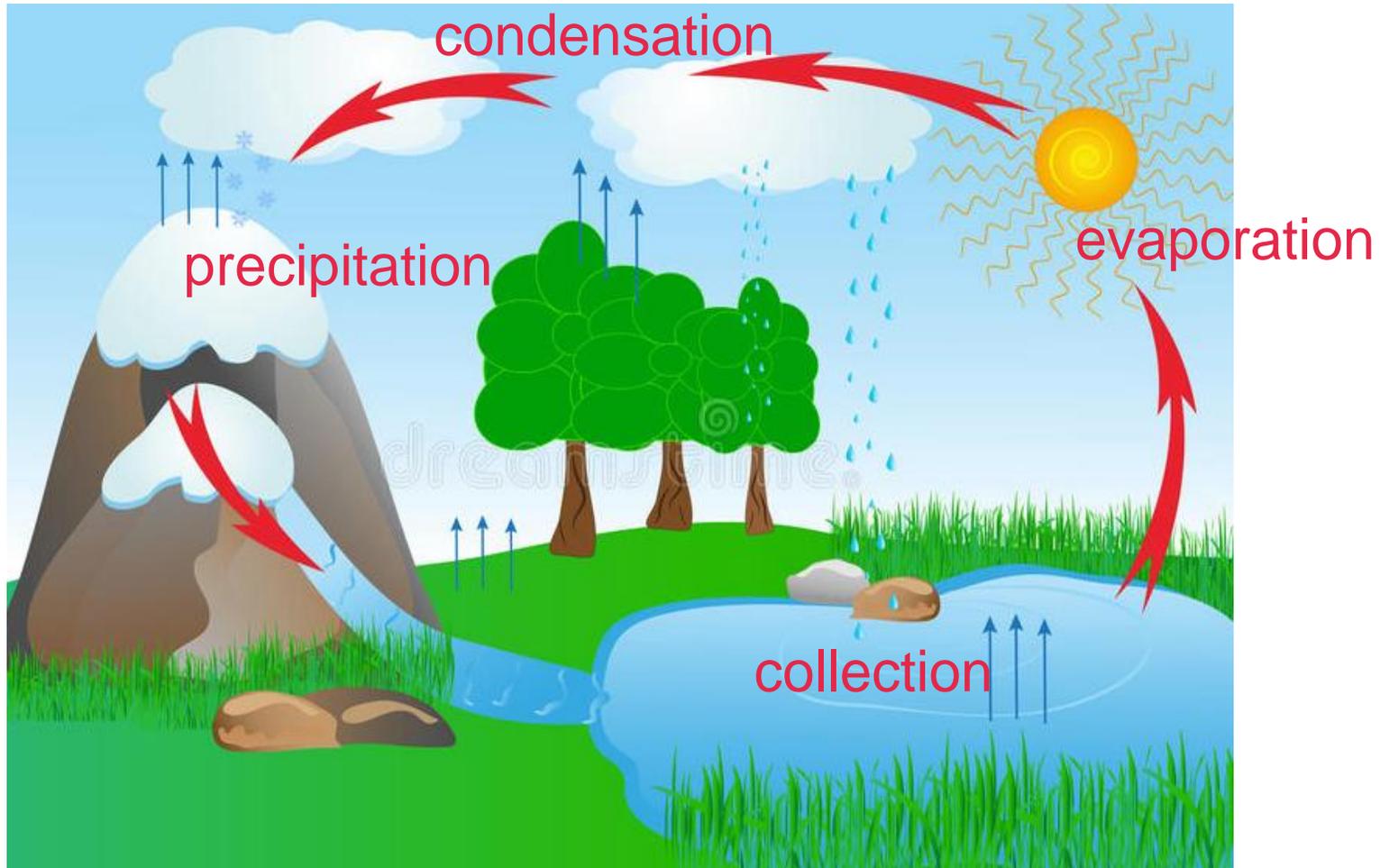
clouds

rain

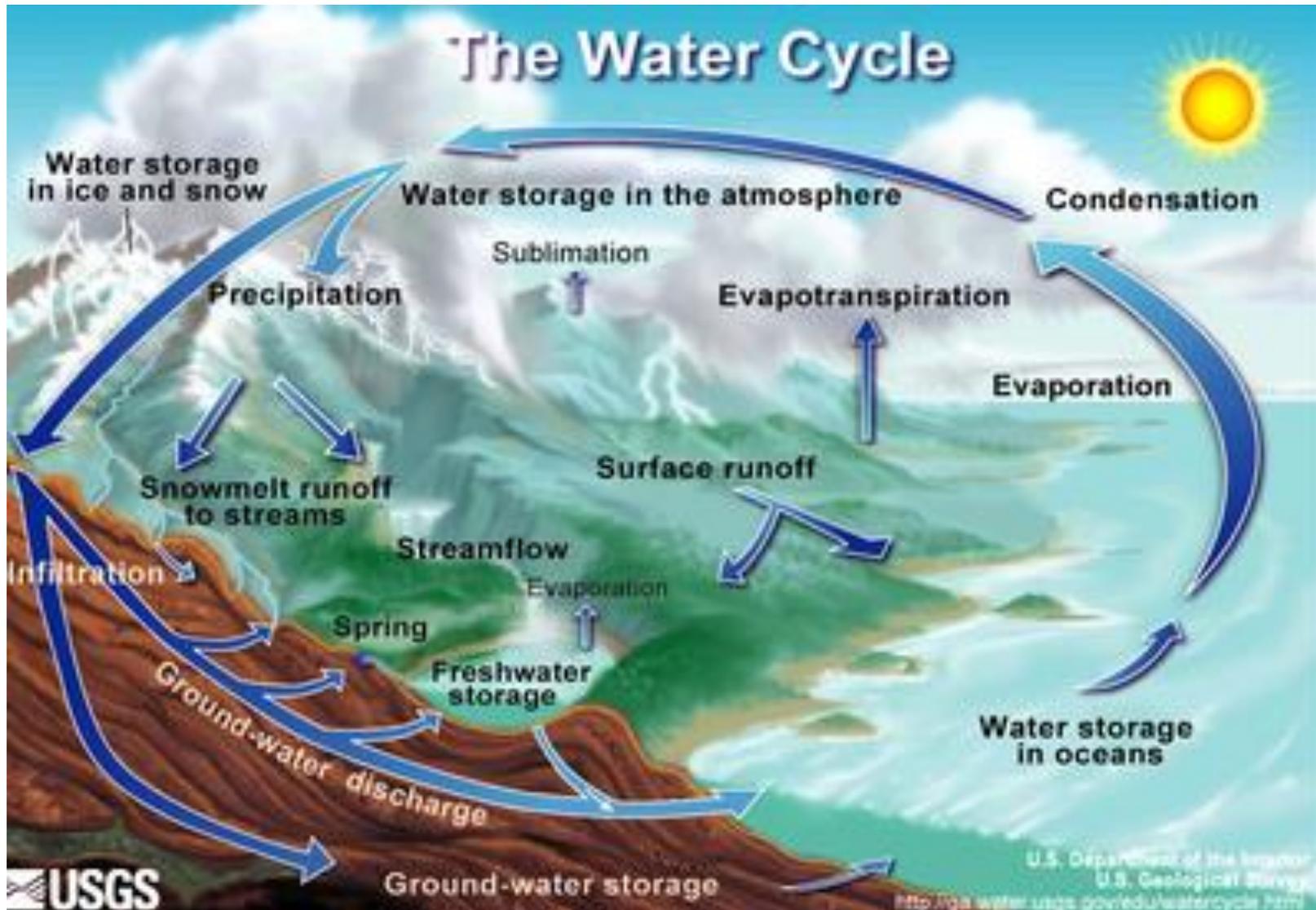
rivers



The Water Cycle



The Water Cycle



Talk and collaboration



Barrier games and jigsaw activities:

<https://ealresources.bell-foundation.org.uk/resources/black-death-europe>

What's the difference between a rectangle and a parallelogram?



A parallelogram bends ... (Menelick)

A parallelogram slightly leans. But a rectangle is straight with two equal sides. (Ellen)

A parallelogram has 2 short sides and 2 long sides as well but the short sides go a bit like diagonals. (Joynub)

A rectangle's sides are horizontal and vertical but a parallelogram's side lines are diagonal. (Amir)

... a parallelogram is like a rectangle but it is pulled at two corners ... (Jacklyn)

a rectangle is a 4-sided flat shape. A parallelogram is stretching and it looks like a door. (Munira)

A parallelogram is a little same as a square. But a parallelogram looks like if it is a folded square. (Shupi)

The difference between a rectangle and a parallelogram is that the parallelogram goes sideways and turns into a different shape and if it didn't go sideways it would have been a rectangle. (Razia)



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Finding support: NALDIC and beyond

Journals and blogs



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Latest EAL Journal blog posts

Below are a list of the latest EAL Journal blog posts taken from the [EAL Journal blog](#) (external website).

Finding Young EAL Learners' Voices: Using Google Translate in class

naldic

20 May

Using children's home languages in English medium classrooms is widely agreed to be good practice. But how can teachers with classes with lots of different home languages make this a reality for all children? Josh Martin and Mindy McCracken of [...]

NALDIC 25: Feedback from last year's national conference

naldic

13 May

One of the most important dates in the NALDIC calendar is our annual National Conference. Last year's conference, 'Educating multilingual learners in the 21st century: The next 25 years' celebrated 25 years of research, practice and advocacy by NALDIC. This milestone [...]

Supporting unaccompanied asylum seeker children: eLearning for social workers, schools and foster carers

naldic

06 May

Jane Townsend has worked with asylum seeker children and their families in Gloucester for many years. In this post she describes an initiative that she set up with the county council to help social workers, schools and foster carers understand [...]

A place in the sun ... or the Daily Mail

naldic

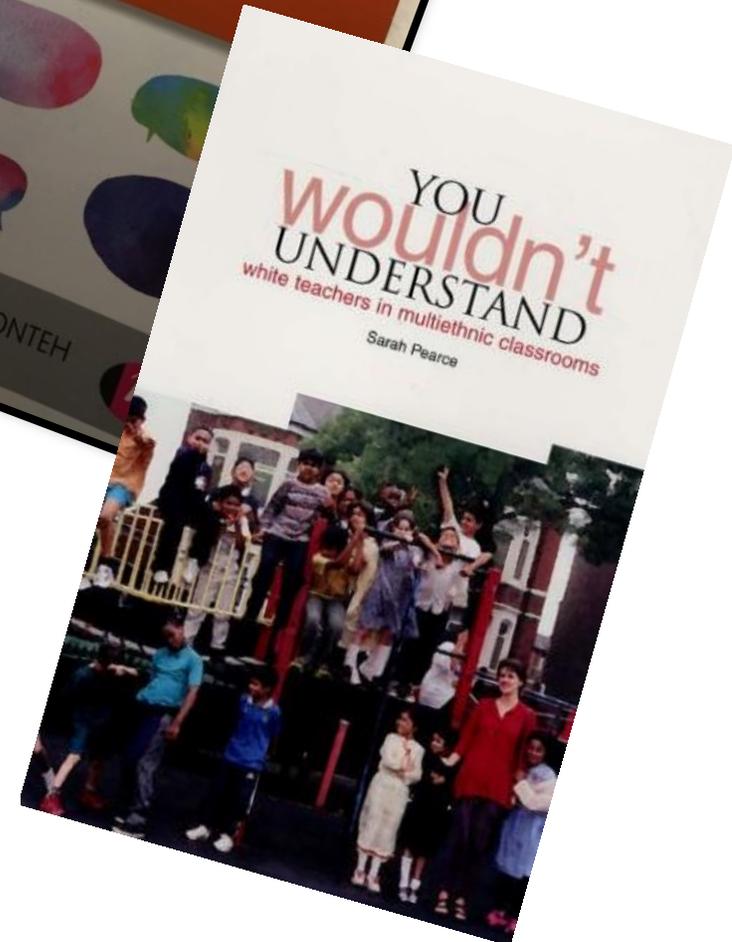
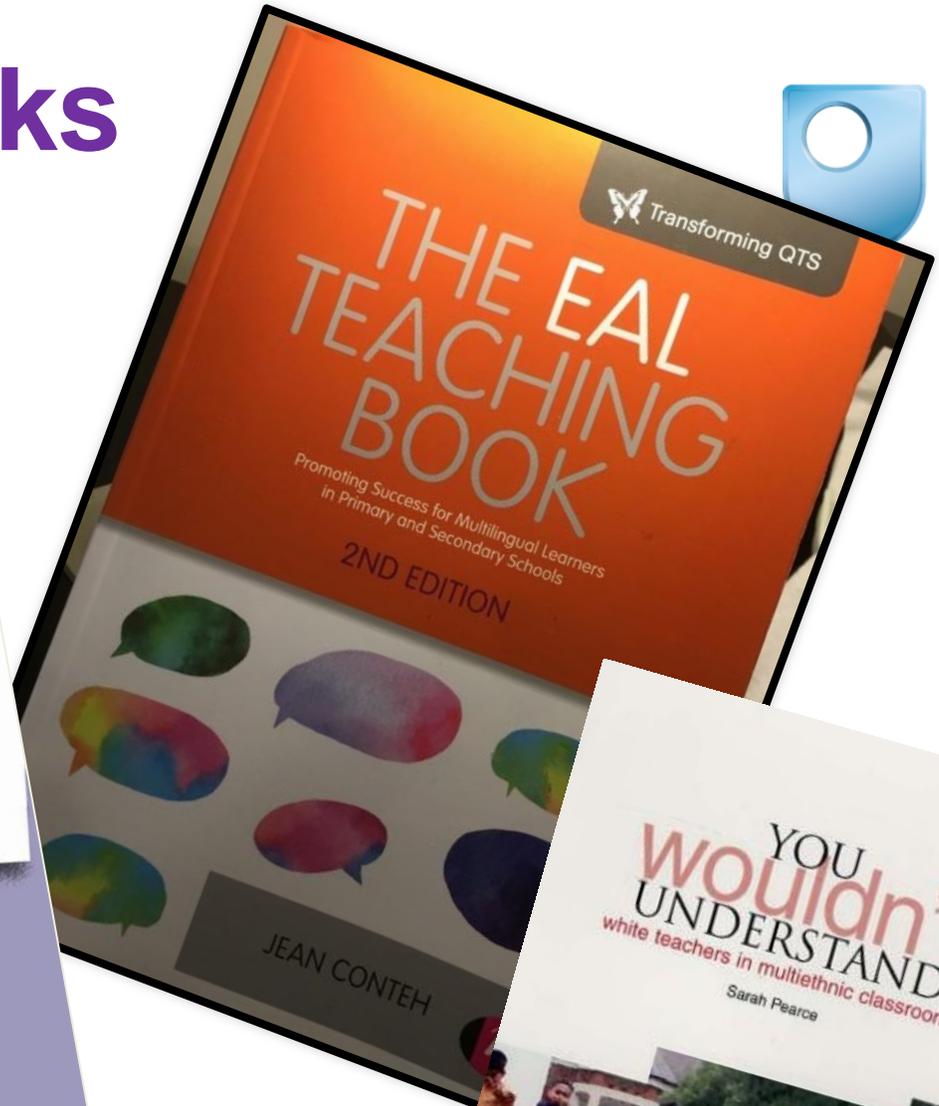
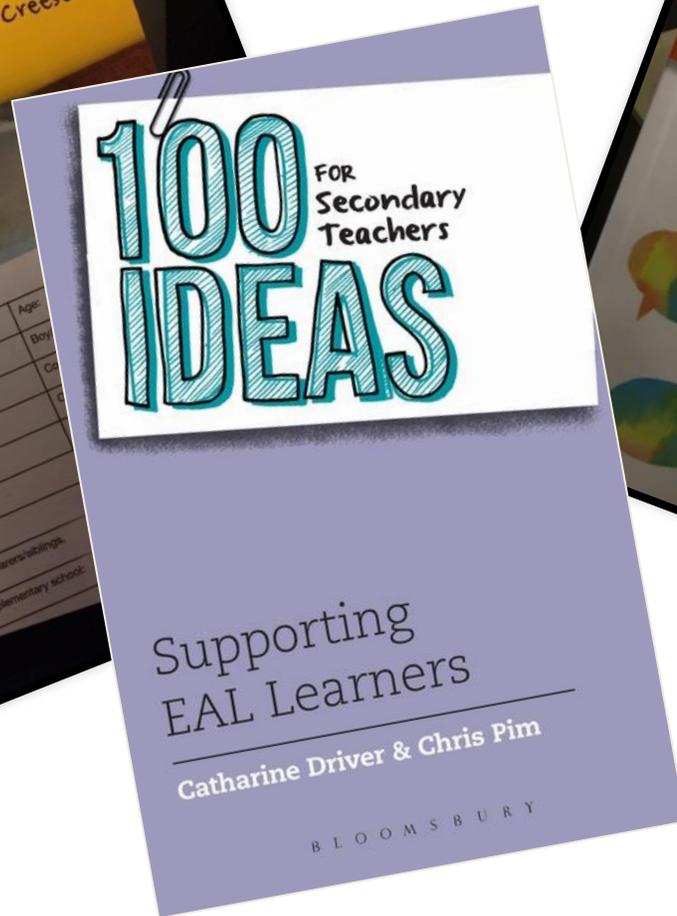
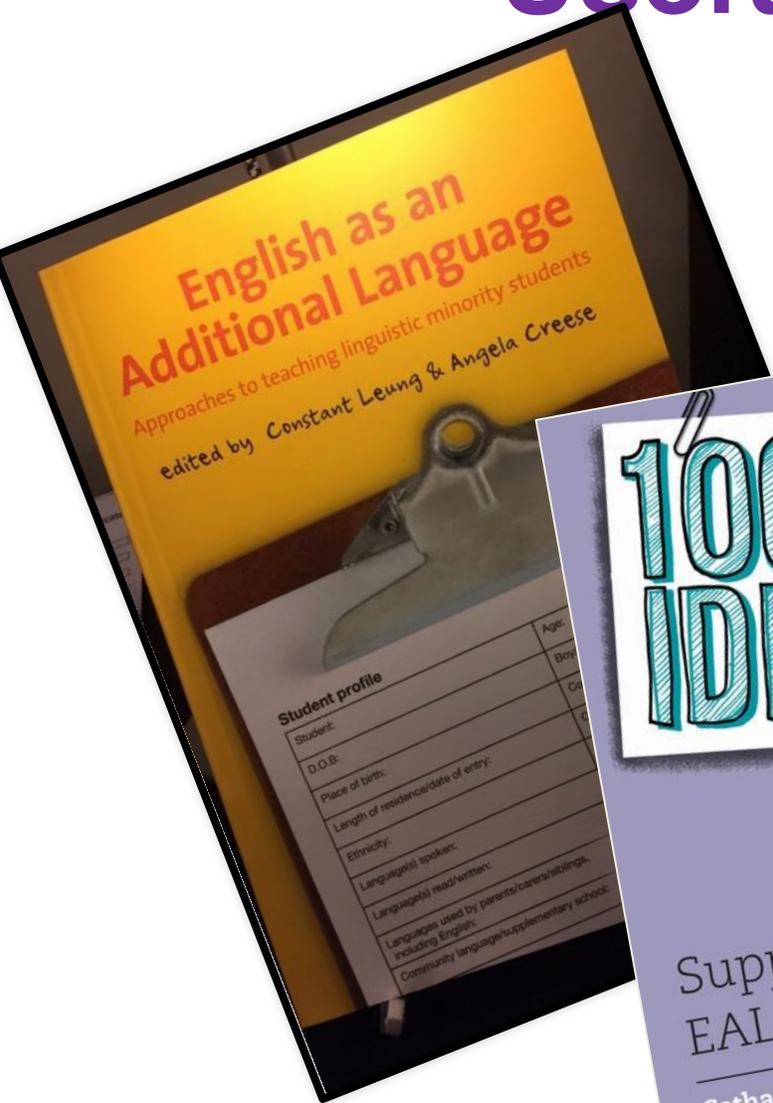
29 Apr

I had the good fortune to be in Melbourne at the end of November and visited the fantastic Immigration Museum, which just so happened to be having a special exhibition about British migrants to Australia. It was illuminating to be [...]

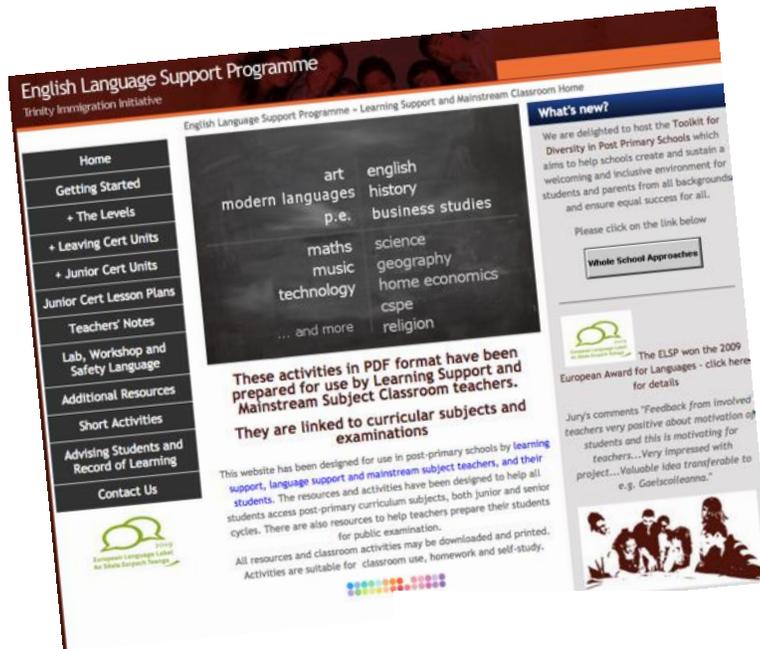
Useful books



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Free EAL resources



English Language Support Programme
Trinity Immigration Initiative

English Language Support Programme - Learning Support and Mainstream Classroom Home

Home

- Getting Started
- The Levels
- Leaving Cert Units
- Junior Cert Units
- Junior Cert Lesson Plans
- Teachers' Notes
- Lab, Workshop and Safety Language
- Additional Resources
- Short Activities
- Advising Students and Record of Learning
- Contact Us

art english
modern languages history
p.e. business studies

maths science
music geography
technology home economics
... and more cspe religion

What's new?

We are delighted to host the Toolkit for Diversity in Post Primary Schools which aims to help schools create and sustain a welcoming and inclusive environment for students and parents from all backgrounds and ensure equal success for all.

Please click on the link below

Whole School Approaches

The EISP won the 2009 European Award for Languages - click here for details

Jury's comments "Feedback from involved teachers very positive about motivation of students and this is motivating for teachers... Very impressed with project... Valuable idea transferable to e.g. Goatscolonna."

These activities in PDF format have been prepared for use by Learning Support and Mainstream Subject Classroom teachers. They are linked to curricular subjects and examinations

This website has been designed for use in post-primary schools by learning support, language support and mainstream subject teachers, and their students. The resources and activities have been designed to help all students access post-primary curriculum subjects, both junior and senior cycles. There are also resources to help teachers prepare their students for public examination.

All resources and classroom activities may be downloaded and printed. Activities are suitable for classroom use, homework and self-study.



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Teaching Staff School Leaders EAL Specialists Parents Learners About EAL Nexus

Free resources for EAL teachers

EAL Specialists

As EAL Specialists you are often the only source of information schools have on the subject so it is important your advice and practice is based on sound evidence and up to date data

Find out more

Pause

www.elsp.ie



Collaborative Learning Project

We are a teacher network. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

Early Years Citizenship Literacy
Music Science Geography
History Maths Language
Literature Technology

Welcome to our website!

Please join our network. We hope you will download and try out our resources, adapt them to fit your curriculum and share your versions with us. If you are near enough, why not think about attending one of our free Saturday workshops!

If you are planning to introduce Collaborative Learning in your school we can offer training.

All Activities Here | Newsletter/Workshop Information | Links & Partners | Research and Bibliography | A Brief History | Our Little Publicity Leaflet | Contact us

We develop, share and disseminate free talk for learning activities in all subject areas and for all ages. We started out as a group of teachers working in multilingual classrooms. We were funded by the Inner London Education Authority 1983-89 and the EU in the 1990s.

We believe that teachers are more creative and develop more engaging and exciting resources when they plan and work collaboratively inside and outside the classroom.

<https://ealresources.bell-foundation.org.uk/>

<http://www.collaborativelearning.org/>

Migration Observatory



MENU

Browse by Topic

Note: selecting a topic will remove previously selected content filters

Asylum/Refugees

Demographics

Economic impacts

Enforcement

EU

Family

Integration/Settlement/Citizenship

International comparisons

International development

Irregular/Illegal

Levels/Net target

Media/Public opinion

Policy & evidence



ALL



BRIEFINGS



PRIMERS



REPORTS



COMMENTARY



CHARTS



VIDEOS



MAPS

BRIEFING 24 JAN 2018



The Impact of Migration on UK Population Growth

Examines the impact of migration on recent and future UK demographic trends.

REPORT 13 DEC 2017



The Burden of Proof: How Will the Application Process Work for EU Citizens After Brexit?

Focuses on one of the key questions for the future of EU citizens in the UK: how the application process will be designed and implemented

BRIEFING 03 NOV 2017



Migrants and Housing in the UK: Experiences and Impacts

Reviews the evidence on migration and housing in the UK.

BRIEFING 01 NOV 2017



Immigration, Diversity and Social Cohesion

Discusses the meaning, dimensions, measurement and determinants of social cohesion.

REPORT 25 OCT 2017



Location, Location, Location: Should different parts of the UK have different immigration

BRIEFING 11 OCT 2017



Determinants of Migration to

BRIEFING 26 OCT 2017



Migration to the UK: Asylum

Sets out key facts and figures relating to the number of asylum

BRIEFING 13 OCT 2017



Short-Term Migration in the UK: A Discussion of the Issues and Existing Data



Did you know that more than one in six pupils in UK schools are learning EAL? That's over 1.1 million pupils!



NALDIC Membership

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Welcome from Chair, Peta Ullmann



NALDIC is the national subject association for English as an additional language. NALDIC provides a welcoming, vibrant, professional forum for learning more about English as an Additional Language (EAL) and bilingual learners in schools. You don't have to be an EAL teacher or EAL specialist to join us. We welcome members from a range of settings, schools and organisations. Our mission is to promote the effective teaching and learning of EAL and bilingual pupils across the UK.

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NALDIC Events

8 MAR **Berkshire & Hampshire RIG Meeting**
Maidenhead Town Hall, Maidenhead

8 MAR **Yorkshire & Humberside RIG Meeting**
Bradford Forster Academy, Bradford

14 MAR **South West RIG Meeting**
Chippenham-Monkton Park-Committee Room, Chippenham

NALDIC Activity

NALDIC



Social media

Mary Maybank_EAL Retweeted



Solihull EAL @eal_service · 14 Nov 2017

Grand day out for the EAL team today. Thanks @MaryMaybank @BillBolloten for and inspiring conference #CEMAhub #EAL



3 13



CEMA_EAL
@CemaCemahub

Following

Have a look at what's happening at Naldic West Midlands! @CemaCemahub @EAL_naldic full details next week!

4:42 PM - 24 May 2018

1 Retweet 1 Like

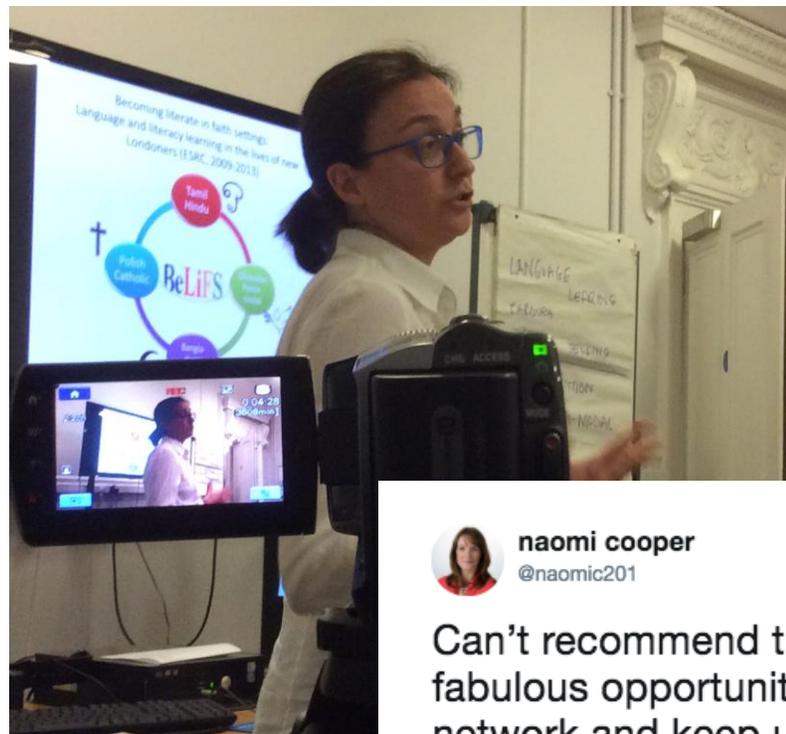


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Regional Interest Groups



 **naomi cooper**
@naomic201

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Can't recommend these RIGs highly enough- fabulous opportunities to learn more, network and keep updated @EAL_naldic @SHU_SloE

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RIGs round up. Our network of regional interest groups grows from strength to strength. Today's blog post from national coordinator Dianne Excell gives you the low down on what our RIGs have been up to recently. Have you joined you local group? ealjournal.org/2018/05/28/reg...

12:37 PM - 28 May 2018

3 Retweets 2 Likes



NALDIC

- National Association for Language Development in the Curriculum
- NALDIC website: www.naldic.org.uk
- EAL Journal and blog: <https://ealjournal.org/>
- EAL-bilingual Google group:
eal-bilingual@googlegroups.com
- Twitter: @EAL_naldic
- My particular thanks to Catharine Driver for some of the examples and slides! Follow her on Twitter - @catharineEAL
- You might also want to follow Diane Leedham - @DiLeed

So what is distinctive about EAL?



- The students
- Schools
- The curriculum
- Policy
- Society
- You!

谢谢你！ Thank you!



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Dziękujemy!

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Asante!

Köszönjük!