

Setting the Scene



Supporting EAL Learners Conference 2019

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EAL conference supported by:



Aim of Session

To provide delegates with some facts, figures and key considerations to think about and inform the rest of the sessions for the day.

Warning

There will be some data

Headlines

DAILY EXPRESS
THE WORLD'S GREATEST NEWSPAPER
WEATHER: DRY SPELLS
SOARING COST OF TEACHING MIGRANT CHILDREN

5p DAILY EXPRESS
STUDENT, AGED 21, WAS KILLED BY SLIMMING PILLS BOUGHT ONLINE
OVER 50s TOLD: CUT DOWN ON ALCOHOL
311 LANGUAGES SPOKEN IN OUR SCHOOLS
Special Investigation: Classrooms where English is starting to die out
Tom Cruise's love for British girl Emily, 22

The Observer
Sunday 24 January 2016 £2.90 (Channel 4) £3.30
Britain 'poised to open door to thousands of migrant children'
PM considering calls by charities
Corbyn urges emergency steps
MPs need help against violence in public – report
Psychiatrists working in the Office have advised the government study found that had been victims of abusive behaviour, and out in public
"Marriage" have time off from work health professionals resorted to issuing medication for any of members of the study "One N
ON OTHER F
Viewpoint: Tim
marriage was his wife's blasphemous insult" the

Daily Mail
Annuities debacle: How 5 million Britons, including me, have been betrayed
As a third coachload arrives from Calabria
ex-blame Secretary leads calls for checks
GIVE 'CHILD MIGRANTS' AGE TESTS, SAYS STRAW
Spot the difference – supermodel Cindy and her daughter!

The Guardian UK edition
Search jobs Dating Sign in Q Search
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Sport
Non-native English speaking pupils perform best in primary tests
Native speakers in London outperformed in standardised tests while more schools meet or beat government targets nationally

Definition - DfE

“A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.”

(School census 2018 to 2019 Guide, version 1.6 October 2018 section 5.3.3)

Definition - DfE

This definition also used to include the following phrase:

“If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child’s proficiency in English.”

Definition - Ofsted

English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a second language (ESL or E2L) is inappropriate and should not be used in inspection reports. The term English for speakers of other languages (ESOL) is used in post-16 provision. The term English as a foreign language (EFL) refers to students studying English overseas or in this country for a specific purpose. It should not be used as an alternative term for EAL.

English as an additional language Briefing for section 5 inspection
(April 2014)

Numbers of Pupils with EAL

	England	West Midlands	B'ham
Total pupil	8,152,323	914,560	204,019
EAL pupils	1,489,906	182,779	81,560
%	18%	20%	40%

Number of pupils with EAL at KS1 or above by proficiency in English (Jan 2018)

	New to English	Early acquisition	Developing competence	Competent	Fluent	Not yet assessed	Total
ENGLAND	87,178	159,513	292,688	346,323	503,110	101,094	1,489,906
WEST MIDLANDS	11,696	20,371	36,090	42,041	60,906	11,675	182,779
Birmingham	5,219	9,212	16,709	19,037	25,817	5,566	81,560
Coventry	1,110	1,742	2,854	3,831	6,902	1,294	17,733
Dudley	351	626	1,007	1,050	1,959	337	5,330
Herefordshire	253	257	376	447	384	83	1,800
Sandwell	769	1,634	3,186	4,708	6,052	1,011	17,360
Shropshire	92	140	226	196	451	249	1,354
Solihull	152	350	631	658	1,378	114	3,283
Staffordshire	681	1,042	1,628	1,837	2,273	427	7,888
Stoke-on-Trent	643	1,012	1,749	1,852	1,998	471	7,725
Telford and Wrekin	193	319	590	620	1,205	65	2,992
Walsall	735	1,136	2,081	2,257	3,946	404	10,559
Warwickshire	429	733	1,345	1,731	3,025	363	7,626
Wolverhampton	693	1,416	2,505	2,583	3,575	764	11,536
Worcestershire	376	752	1,203	1,234	1,941	527	6,033

% of pupils with EAL at KS1 or above by proficiency in English

Proficiency In English category	Percentage of EAL pupils Jan 2017	Percentage of EAL pupils Jan 2018	Difference
New to English	5.3	5.9	+0.6
Early Acquisition	10.5	10.7	+0.2
Developing Competence	19.4	19.6	+0.2
Competent	22.8	23.2	+0.4
Fluent	33.4	33.8	+0.4
Not Yet Assessed	8.7	6.8	-1.9

% of pupils with EAL at KS1 or above by proficiency in English

New to English



	Eng	WEST MIDS	B'ham	Cov	Dudley	H'shire	Sandwell	Shropshire	Solihull	Staffs	Stoke-on-Trent	Telford and Wrekin	Walsall	Warks	Wolves	Worc
■ 2017	5.3	5.6	5.4	5.3	3.8	11.4	4.3	6.6	7.1	7.9	6.8	5.7	5.5	5.9	6.1	5.7
■ 2018	5.9	6.4	6.4	6.3	6.6	14.1	4.4	6.8	4.6	8.6	8.3	6.5	7.0	5.6	6.0	6.2
■ difference	0.6	0.8	1.0	1.0	2.8	2.7	0.1	0.2	-2.4	0.7	1.5	0.7	1.4	-0.2	-0.1	0.5

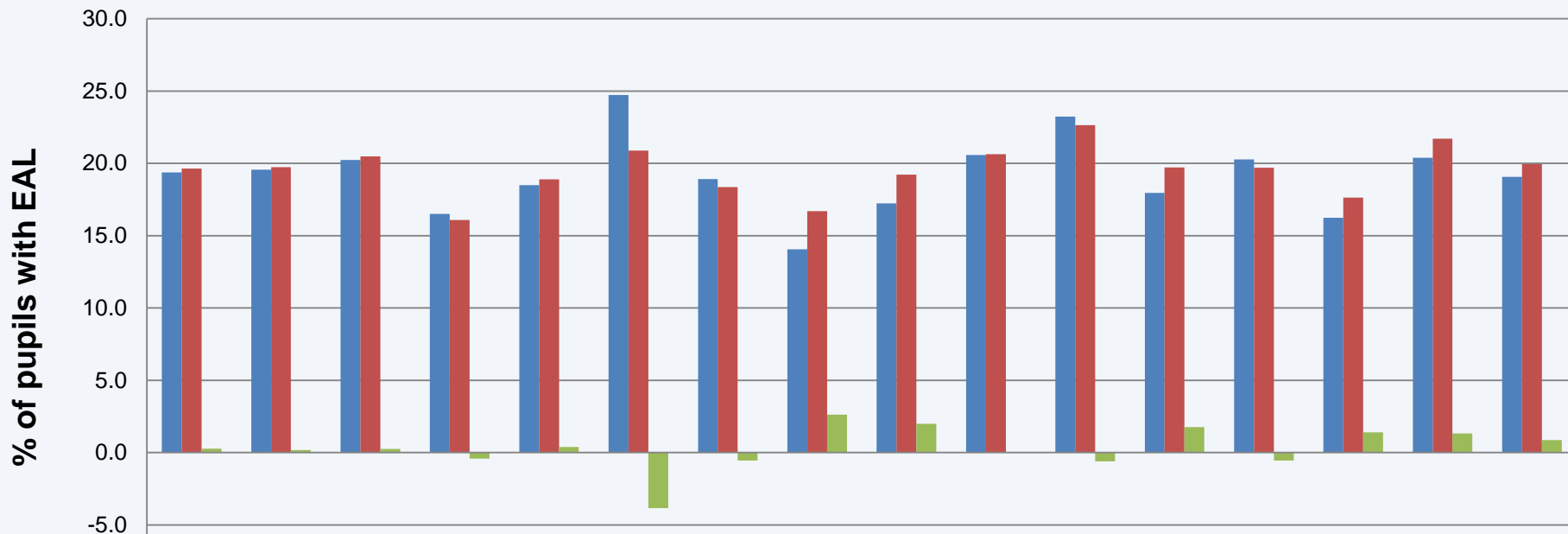
% of pupils with EAL at KS1 or above by proficiency in English

Early Acquisition



% of pupils with EAL at KS1 or above by proficiency in English

Developing Competency



	Eng	WEST MIDS	B'ham	Cov	Dudley	H'shire	Sandwell	Shropshire	Solihull	Staffs	Stoke-on-Trent	Telford and Wrekin	Walsall	Warks	Wolves	Worc
■ 2017	19.4	19.6	20.2	16.5	18.5	24.7	18.9	14.1	17.2	20.6	23.2	18.0	20.3	16.2	20.4	19.1
■ 2018	19.6	19.7	20.5	16.1	18.9	20.9	18.4	16.7	19.2	20.6	22.6	19.7	19.7	17.6	21.7	19.9
■ difference	0.3	0.2	0.2	-0.4	0.4	-3.8	-0.6	2.6	2.0	0.1	-0.6	1.8	-0.6	1.4	1.3	0.9

% of pupils with EAL at KS1 or above by proficiency in English

Competent



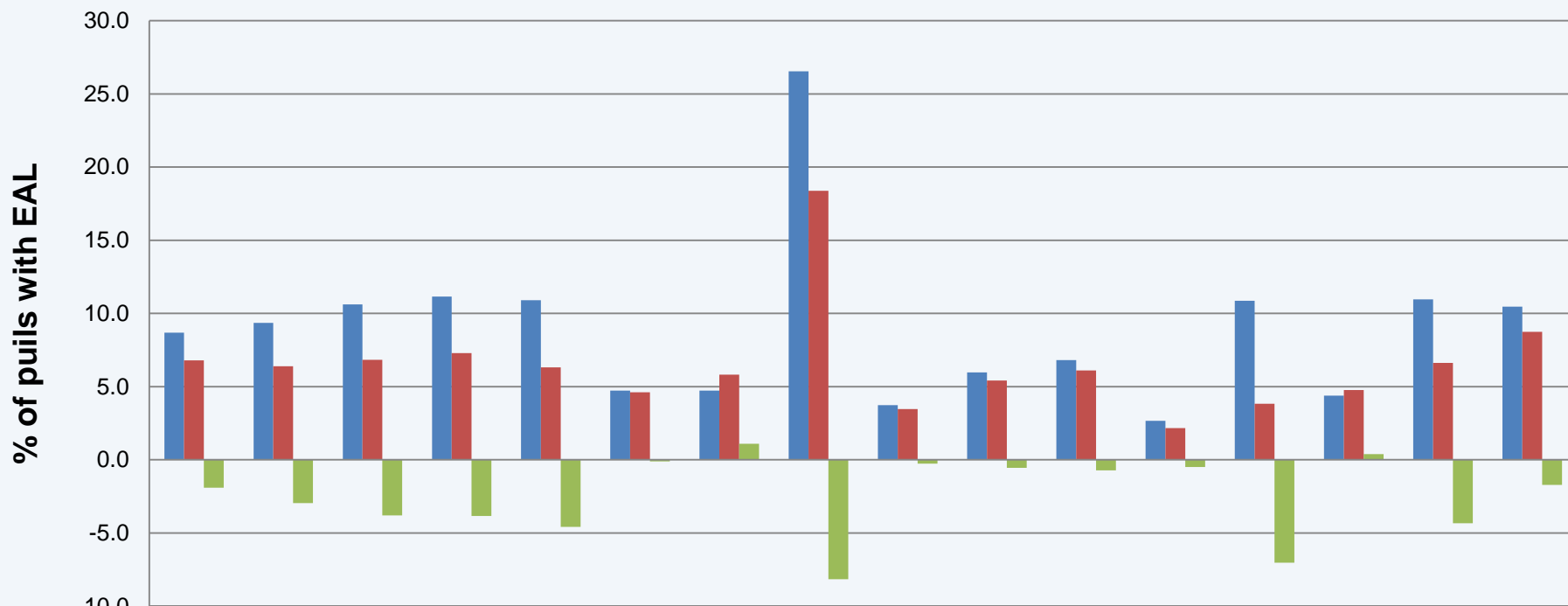
% of pupils with EAL at KS1 or above by proficiency in English

Fluent



% of pupils with EAL at KS1 or above by proficiency in English

Not Yet Assessed



	Eng	WEST MIDS	B'ham	Cov	Dudley	H'shire	Sandwell	Shropshire	Solihull	Staffs	Stoke-on-Trent	Telford and Wrekin	Walsall	Warks	Wolves	Worc
■ 2017	8.7	9.3	10.6	11.1	10.9	4.7	4.7	26.5	3.7	6.0	6.8	2.7	10.9	4.4	11.0	10.5
■ 2018	6.8	6.4	6.8	7.3	6.3	4.6	5.8	18.4	3.5	5.4	6.1	2.2	3.8	4.8	6.6	8.7
■ difference	-1.9	-3.0	-3.8	-3.8	-4.6	-0.1	1.1	-8.2	-0.3	-0.6	-0.7	-0.5	-7.0	0.4	-4.3	-1.7

Languages Spoken in Schools

Language		% of pupils	Language		% of pupils
1	English (or Welsh in Wales)	92.3%	11	Spanish	0.2%
2	Polish	1%	12	Tamil	0.2%
3	Panjabi	0.5%	13	Turkish	0.2%
4	Urdu	0.5%	14	Italian	0.2%
5	Bengali (with Sylheti and Chatgaya)	0.4%	15	Somali	0.2%
6	Gujarati	0.4%	16	Lithuanian	0.2%
7	Arabic	0.3%	17	German	0.1%
8	French	0.3%	18	Persian/Farsi	0.1%
9	All other Chinese	0.3%	19	Tagalog/Filipino	0.1%
10	Portuguese	0.2%	20	Romanian	0.1%

* All other Chinese excludes Mandarin Chinese and Cantonese Chinese

Office for National Statistics 2011

Languages Spoken in Schools

Language	% of pupils	Language	% of pupils
1 English	57%	11 Bengali (Sylheti)	1%
2 Urdu	8%	12 Polish	1%
3 Panjabi (Mirpuri)	4%	13 Panjabi (Any Other)	1%
4 Somali	3%	14 Bengali (Any Other)	1%
5 Bengali	3%	15 Arabic (Any Other)	1%
6 Other than English	2%	16 Italian	1%
7 Panjabi	2%	17 French	1%
8 Pashto/Pakhto	2%	18 Arabic (Yemen)	1%
9 Arabic	2%	19 Panjabi (Gurmukhi)	0.5%
10 Romanian	1%	20 Kurdish	0.5%

Birmingham School Census Jan 2018

Pupils attract EAL funding if they are grouped as “2_OTH” from the Language Code on the autumn 2018 census and can be shown to have been in the school system for less than one year, less than two years or less than three years.

Depending on the authority your setting is in, this means that any pupil in year 1 or above who is recorded as having a language other than English **and** has not been educated in England for more than 1, 2 or 3 years will attract funding – regardless of where they were born. This makes the collection about the language spoken in the home very important.



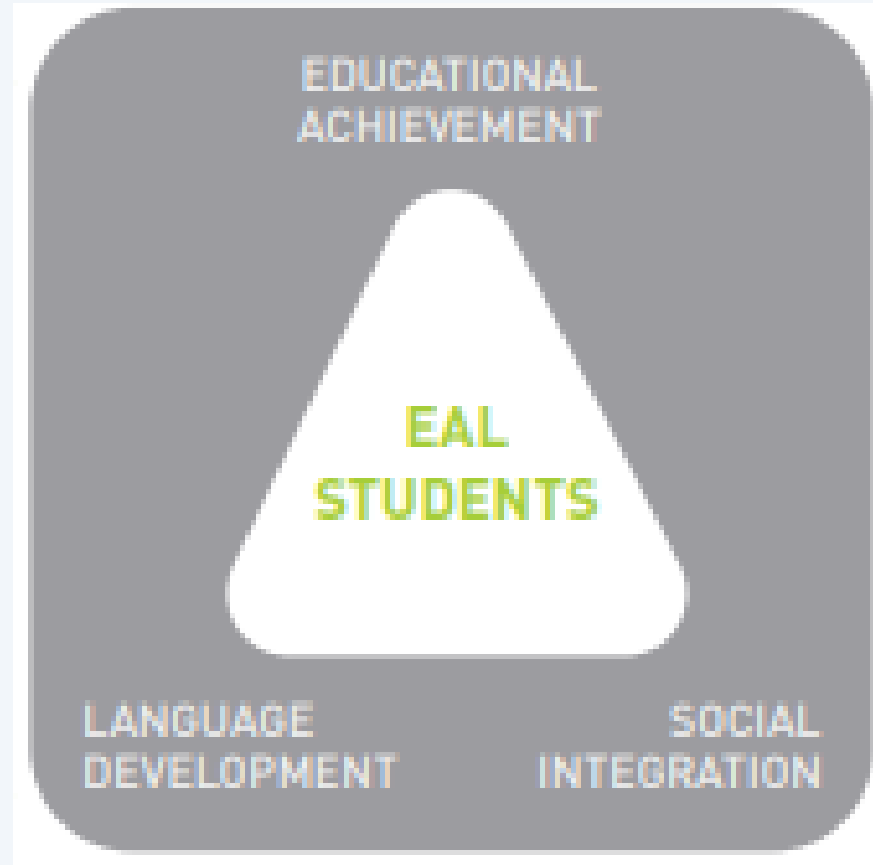
ENGLAND	£371,705,000
WEST MIDLANDS	£43,516,000
Birmingham	£20,409,000
Coventry	£4,532,000
Dudley	£1,287,000
Herefordshire	£177,000
Sandwell	£4,470,000
Shropshire	£398,000
Solihull	£848,000
Staffordshire	£2,193,000
Stoke-on-Trent	£2,020,000
Telford and Wrekin	£853,000
Walsall	£2,193,000
Warwickshire	£828,000
Wolverhampton	£1,678,000
Worcestershire	£1,630,000

National Guidance

- Ofsted inspection handbook
- School Census
- Teacher Standards
- Early Years Framework/National Curriculum
- Equality Act

Other Considerations

The need to balance all the needs of learners with EAL.



Other Considerations

Consider the type of bilingual learner.

Simultaneous language learner:

Children who learn more than one language from birth

Sequential language learner:

Children who learn an additional language after they have acquired their first one

Other Considerations

Understand the difference between learning language 1 and 2 – **simultaneous** language learners

- Babbling in babies reflects the sounds they hear around them – this will differ for different languages. Therefore simultaneous language learners may use a wider range of sounds when babbling than a monolingual language learner. (Maguire-Fong, 2015)

Other Considerations

Understand the difference between learning language 1 and 2 – **simultaneous** language learners

- The types of words young children use suggests that not all languages start with nouns (Tomasello, 2014)
- A simultaneous language learner's early vocabulary in each language is often smaller than a monolingual language learner's; however when the two languages are combined, the figure is usually much the same. (Cote and Bornstein, 2015)

Other Considerations

Understand the difference between learning language 1 and 2 – **simultaneous** language learners

- Important to remember that simultaneous language learners develop two separate but connected language systems.
- This does not just apply to vocabulary but also the linguistic structures. (MacLeod, et al, 2013)
- Children may engage in code switching.

Other Considerations

Understand the difference between learning language 1 and 2 – **sequential** language learners

- The way children learn a second language is different from how they learn their first language. (Madhani, 1994)
- Sequential language learners will make some of the same errors as monolingual children; however they will also make other errors such as attempting to apply a rule from one of their languages to another.

Other Considerations

Factors impacting on additional language learning:

- The amount of exposure to the new language
- Environment
- Adult-child interaction
- The child's communication style
- The well-being of the child
- Proficiency in the child's first language
- Other barriers/SEND

Any questions?



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- Maguire-Fong, M. (2015) *Teaching and Learning with infants and toddlers*. New York; Teachers Collee Press.
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