

Developing Academic Language in the mainstream Classroom



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Overview of the Session

This session focuses on supporting learners to develop academic language who are at the new to English or early acquisition levels of proficiency in English. It aims to give practical suggestions for including language development activities into the main body of lessons.

Language Needs - Stages of Language Acquisition



i) Silent period – up to 6 months



ii) Basic Communication Skills – 2 years



iii) Academic Competency – 5 to 7 years



EAL Proficiency Codes

New to English (A)

Early Acquisition (B)

Developing Competence (C)

Competent (D)

Fluent (E)

Proficiency in English (5.3.3)

New to English (Code A)

May use first language for learning and other purposes.

May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

Proficiency in English (5.3.3)

Early Acquisition (Code B)

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Language Development - Theory

Language expert Jim Cummins distinguishes between two types of language:

1. Basic Interpersonal Communicative Skills (BICS)

- The skills to understand and take part in conversations and activities
- Occurs when there are contextual support and props for language delivery (Baker 2006)



Language Development - Theory

Language expert Jim Cummins distinguishes between two types of language:

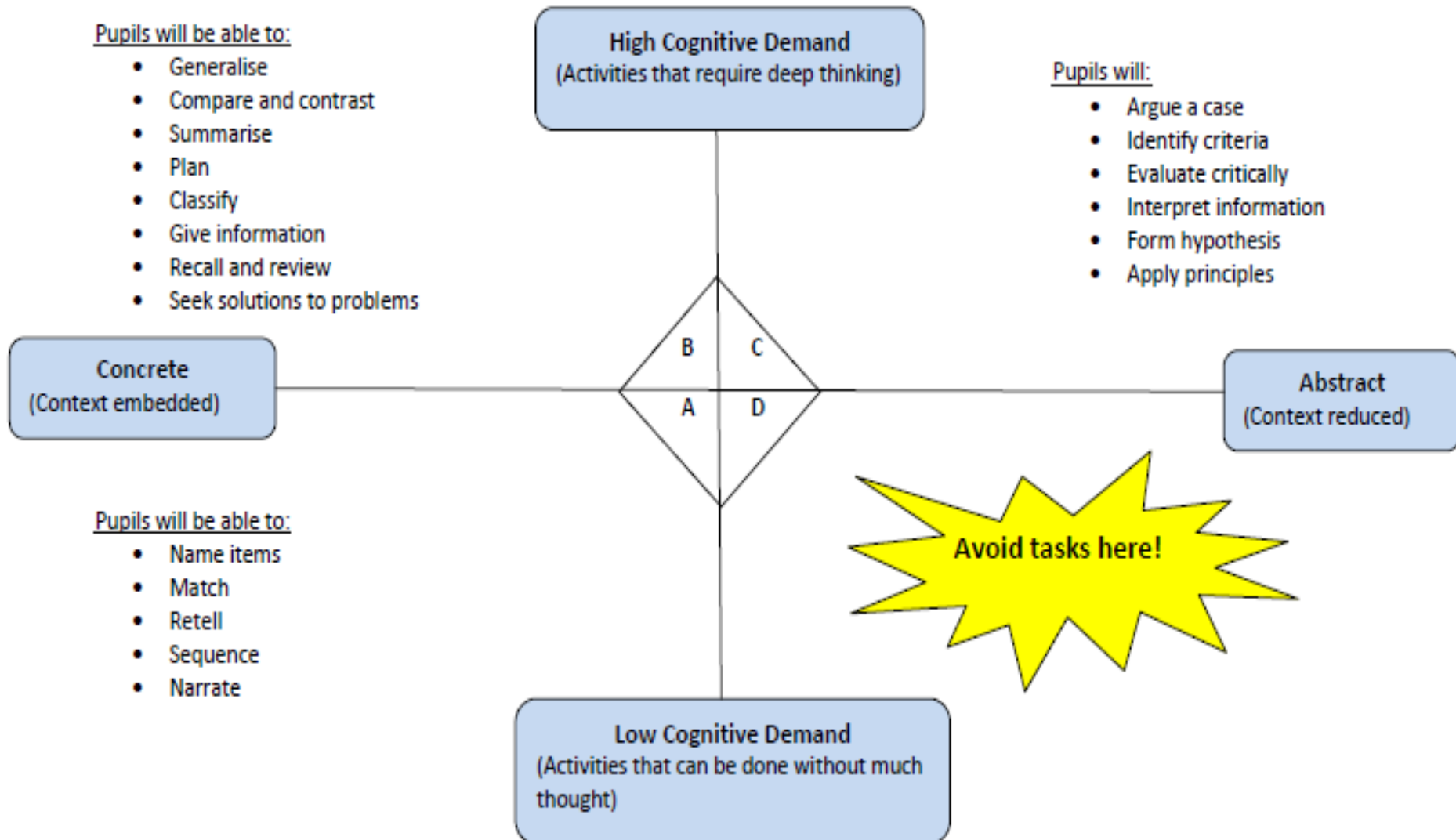
2. Cognitive Academic Language Proficiency (CALP)



- The more formal language that is essential for pupils to demonstrate what they have learned or achieved
- Use of language in decontextualised academic situations
- Required when using higher order thinking skills

Cummins Framework (1982)

A planning frame



Examples of Activities – B Quadrant

Explanation and justification

Solution seeking, problem solving

Dramatic stories – reading and writing

Role play

Simple measuring skills

Giving instructions

Small group work

Turn taking

Demonstration

One-to-one work with a teacher or pupil

Interactive teaching techniques

Mixed ability groupings

Discussion

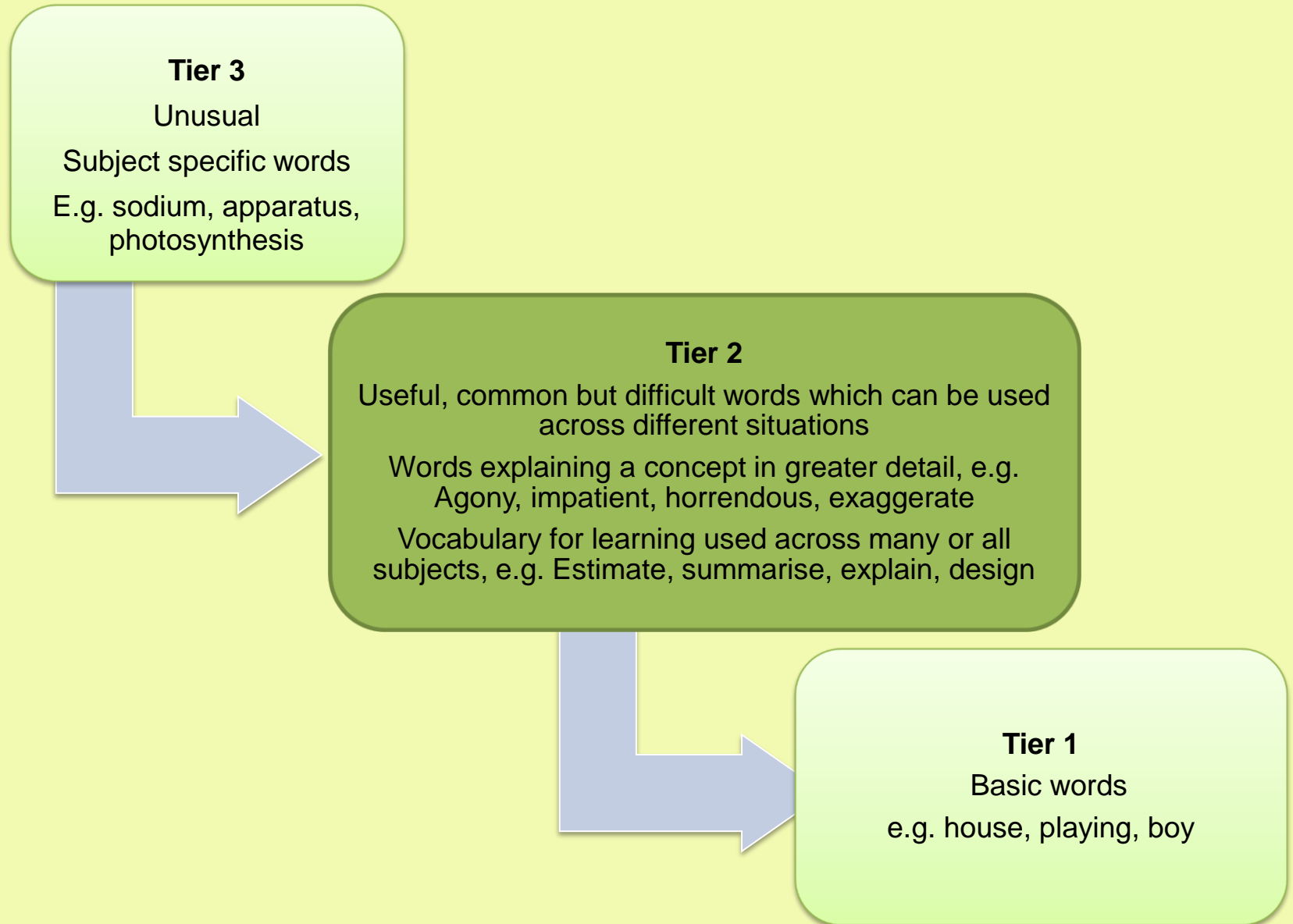
Jigsaws

Matching words with pictures and translations

Word webs about class topics

Journal writing

Language Development - Theory



What kind of words do we teach?

Instead of **happy** children can say **delighted** or **ecstatic**.

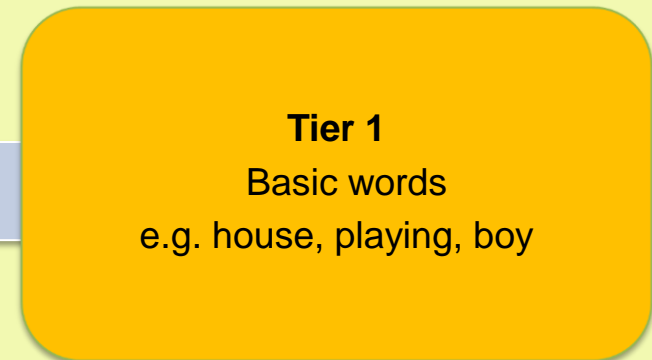
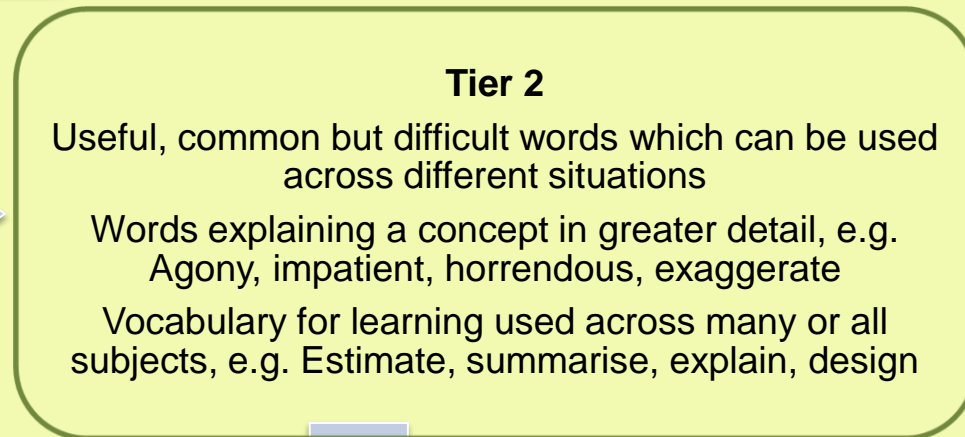
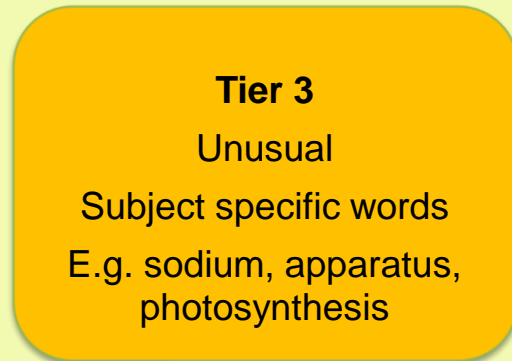
Instead of **give** children can say **bestow** or **provide**.

Instead of **talk** children can say **communicate** or **converse**.

Instead of **nice** children can say **considerate** or **polite**.

Instead of **find** children can say **discover** or **locate**.

Types of Words



What this means in practice ...

- Plan the vocabulary to be introduced.
- Always consider how you will embed the context for the pupil.
- Ensure learning and activities are broken down into steps.
- Strip back the amount of words used during direct instruction.
- Equally, ensure pupils have access to high quality models of language through emersion.

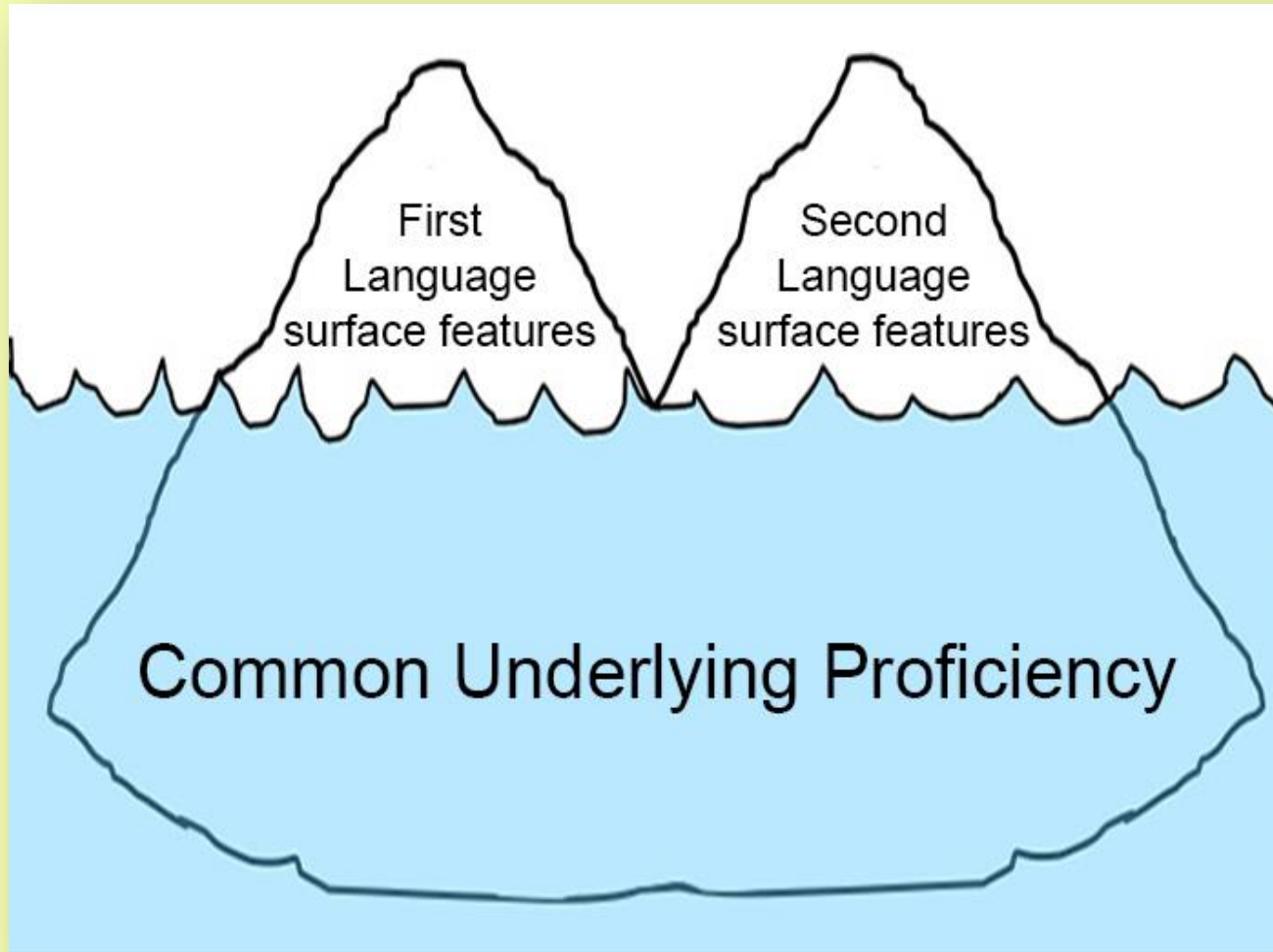
What it means in practice ...

- Use gesture / Makaton / Sign Supported English strategies to help us focus on key vocabulary.
- Consider the use of images and symbols for instructional language e.g. Widgit,

What it means in practice ...

**Go from
strength
to
struggle**

The importance of first language development - Theory



Language is the
hook on which to
hang understanding
and with which to
grow new learning.



What is means in practice ...

Tier 3 language development

Make learning multi-modal to aid memory.

Use images, experience and demonstration.

Enable pupils to explore new concepts in their home language.

Use translation tools for key words / concepts.

Send topic information home before starting the theme in class – pre tutoring.

Use words in context and in a variety of forms.



A Maths Dictionary for Kids

2018



► terms of use

by Jenny Eather

Aa Bb

Cc Dd

Ee Ff

Gg Hh

Ii Jj

Kk Ll

Mm Nn

Oo Pp

Qq Rr

Ss Tt

Uu Vv

Ww Xx

Yy Zz

calculator

calendar

capacity

cardinal number

Carroll diagram

Cartesian plane

categorical data

Celsius

census

cent

centigrade

centimetre

centre of rotation

century

certain

chance

chord

circle

circumference

class interval

clockwise

closed curve

cluster

coefficient

collinear points

column graph

common denominator

common factor

common multiple

commutative law

compass

complementary

composite

concave

concentric

concurrent lines

cone

congruent

consecutive

constant

continuous data

converging lines

conversion graph

convex

coordinate plane

coordinates

more Cc words >

capacity

• the amount a container can hold.

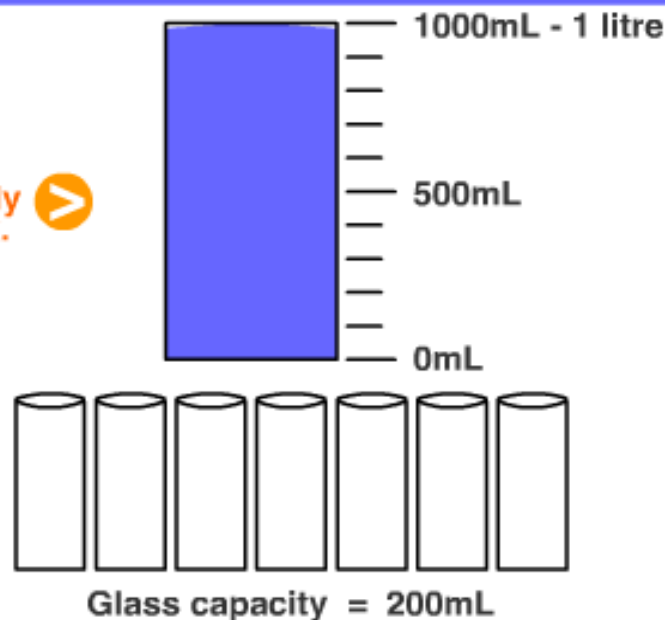
EXAMPLE:

Container capacity = 1 litre (1000mL)

Glass capacity = 200mL

How many glasses could the container fill?

Click repeatedly to check. ➤



capacity - standard units



MORE WORDS

AMDFK Quick Reference

Over 950 entries.
Device friendly.
Updated definitions,
more examples.

ALSO

MATHS CHARTS + App

Over 280 printable maths posters for home/school.

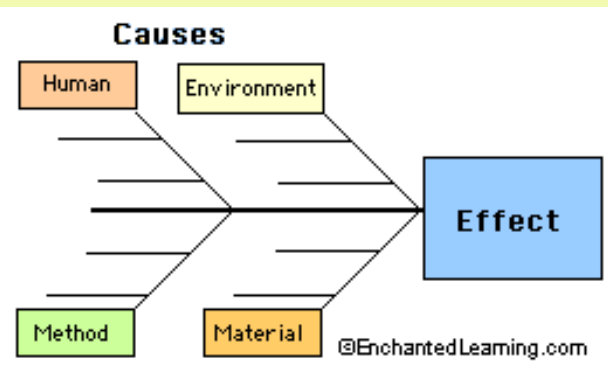


► feedback

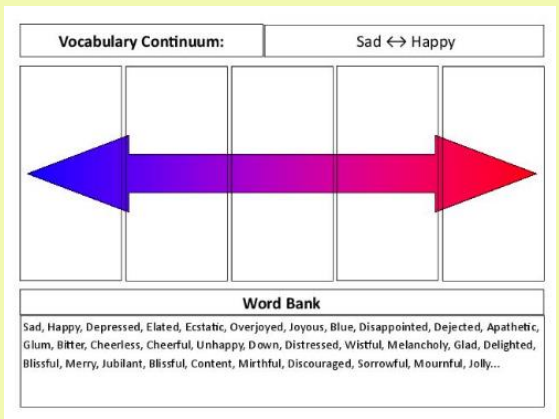
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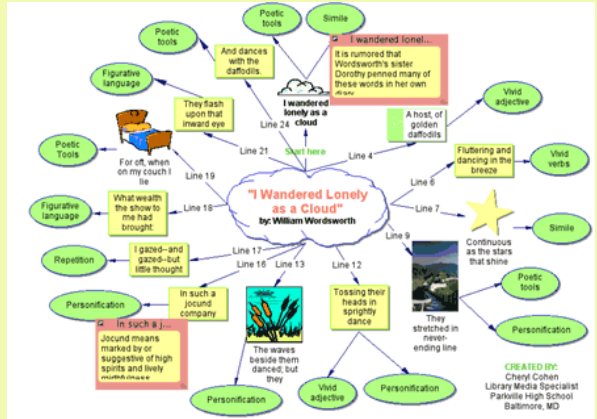
Visual – Graphic Organisers



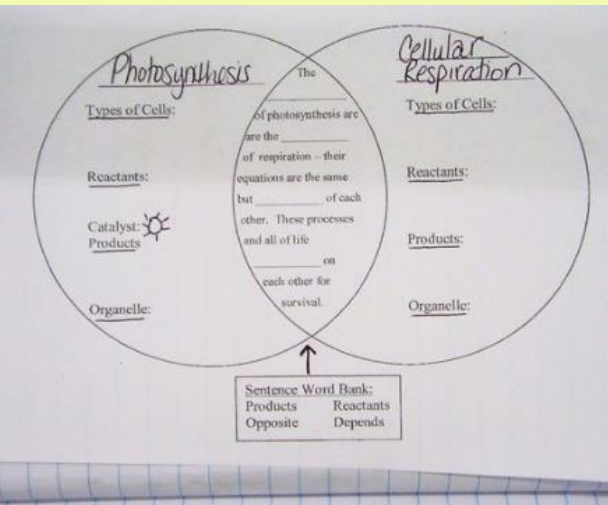
Fishbone



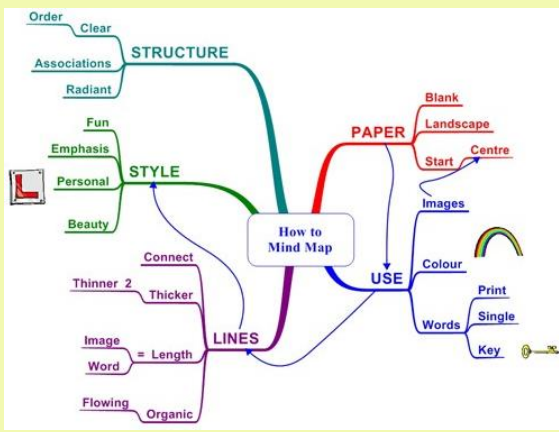
Continuum



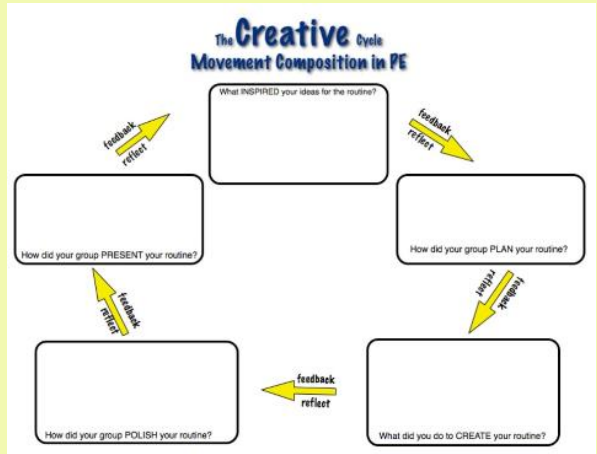
Cluster



Venn Diagram



Spider / Mind Map



Cycle

Grammar – Cameron et al (2004)

- EAL learners might be helped with handling formulaic phrases through a focus, across the curriculum, on phrases as whole units rather than only on words.
- EAL learners would benefit from the explicit teaching of grammatical patterns

Meredith Cicerchia “ In order to use context to decipher an unknown word you need to know 93% of the other words in the sentence.”

Progression in Language Structures








Progression in Language Structures

Some suggestions for class teachers in planning for children's academic language development

What it means in practice ...

Sentence starters/Speaking Frames

 think of the time/day	 think of the people	 what did you do	 think of the place	 because/so
Last week...	me			
Yesterday....	brother/sister			
On Monday....	cousin			
In the holiday...	family			
At the weekend...	friend			

Panic Boxes

What to include in a panic box

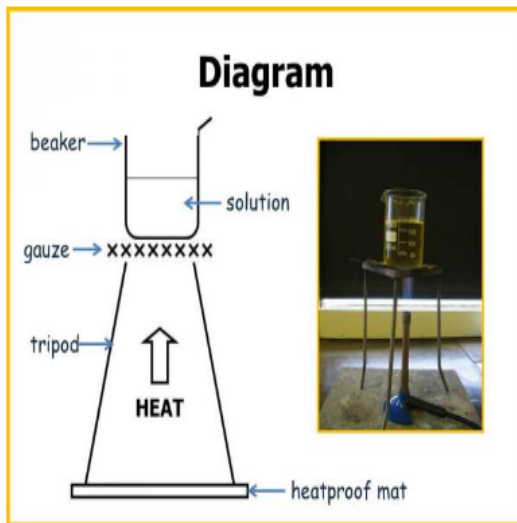
Items of familiarity to develop security and well being.

Activities that the pupil can access independently

- Colouring that has context – e.g. number recognition
- Matching and sorting activities
- Word searches for key vocabulary
- Pictorial dictionary work
- Card sorts
- Picture cards with words to match with the word only
- Sentence starters / frames
- Audio books (with access to equipment to listen on)
- Items of personal significance

Science investigations

Teaching staff Whole Class Differentiation within class Independent Learning 12-14
15-16 English Intermediate Beginner Advanced Speaking Reading Writing Vocabulary
Science Text / Image



This is a pack of materials to support EAL learners at a range of stages of English language acquisition with writing up science investigations. It is suitable as a whole class resource for 12-14 year olds, or as differentiation within a class for beginner EAL learners whose English writing is at sentence level.

The Science investigations pack contains a range of materials to support EAL learners with writing up science investigations. There are PowerPoint slides to support speaking and listening activities prior to the writing task and then differentiated writing frames to scaffold the writing up process.

The writing frames use slightly different colour schemes so they are easy to distinguish but otherwise look similar so the difference in the level of support given is not immediately obvious.

Teaching Notes

Search for Resources

Keywords

Age Group

- None - ▼

Subject

- None - ▼

Search

Other Activities

Language games

Flashcard study

Listening to songs with their lyrics

Watching videos with English subtitles

Creating image collages/drawing to gloss
vocab lists

Going on YouTube word scavenger hunts

Useful ICT Resources

- Clicker
- Communicate in Print
- Talking PENS/ Talking Whiteboards/ Talking Tins – (tts/ talking products)
- Online Bilingual Books
- ICDL International Children's Digital Library (App)
- 'Our Story' / 'Book Creator' (App)
- 'Comic Life' (App)
- 'Pic Collage' / 'Phoster' / 'Halftone' (App)
- Flash Academy
- Google Translate (App)
- Kar2ouch

Useful Web Pages

Other resources

<http://www.eal-teaching-strategies.com/>

<http://www.eal-teaching-strategies.com/ict-teaching-resources.html>

<http://amathsdictionaryforkids.com/dictionary.html>

<http://creativeedutech.com/products/kar2ouche/>

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