



HOW TO PROVIDE SUPPORT TO AN EAL PUPIL

Important things to remember when teaching a child is new to learning English

When writing a personal statement, it is important to reflect on yourself – your strengths, values and achievements. A school is looking for the right person to join their team, as well as a qualified person. Think about what makes you the best candidate for their school.

- All lessons are language lessons
- Children with English as an additional language should not produce separate work to their peers
- EAL children need continuous good models of written and spoken English and therefore should be placed with the most able children

When a new child starts school at another country the following strategies are really helpful to learn about the child and support them settling into a brand new environment.

- A meeting with parents can establish a picture of the pupil's background
- Booking an independent face-to-face or telephone translator can help overcome any language barriers
- Staff should complete an initial assessment of speaking, listening, reading and writing
- Children can take months to settle into a new school
- Observe child in different contexts

Initial Provision on Entry to the Classroom

- Link the new child up with a buddy with good level of English & share same 1st language if possible
- Buddies show pupil around school
- Seat with good speakers of English rather than SEN
- Seat close to front of class
- Staff and children learn basic words/phrases in the pupil's 1st language
- Show pupils their home language is valued and encourage its use
- Plan learning opportunities around the initial assessment
- Deliver regular language acquisition sessions which are then continued in class as part of a child's provision
- Identify key vocabulary for: create words and images and send home in advance to support pre-learning
- Use lots of visuals and diagrams
- Plan opportunities for productive talk in groups and simple speaking activities in pairs, e.g. barrier games, bingo
- Arrange times for pupil to talk to other children who share 1st language, e.g. break times, lunchtimes
- Grow a toolkit of vocabulary and resources to enhance and develop independent access to the curriculum



Speaking, Listening, Reading and Writing

Keep the emphasis on understanding rather than the production of accurate reading or writing. Use all available means to show the meaning of words and writing:

- direct experience
- demonstration
- role-play
- illustration
- discussion
- contextual clues
- Previously acquired literacy skills in first language, e.g. visual strategies, alphabet knowledge and awareness, will support literacy in English
- Don't forget that other languages have different conventions, such as writing right to left and top to bottom, e.g. Urdu, Arabic and Chinese
- Do not take cultural knowledge for granted. Be sensitive to the need for explanations for and of different cultural contexts, references and life experiences, e.g. Has your pupil ever seen a castle/park/beach? Do they know how to make toast?
- Draw on literacy experiences in first language where available, e.g. bilingual labels using first language, bilingual word lists for topic work. (Parents /carers, pupils could make these or use online bilingual dictionaries)

Listening

- Find matching picture
- Draw
- Sequence
- Tick a list
- Fill in a chart
- Label diagram
- Trace a route, following instructions
- Fill in gaps in a text
- Follow instructions

Reading

- Reading
- Use first language books, taped stories, language master cards
- Simplified version of story
- Cut-outs/puppets for pupil to retell story
- Match words/sentences to picture
- Read and draw
- Read and fill in a chart



Speaking

- Talk about a picture
- Tell a story (make up own in English or first language)
- Role play
- Class surveys, eliciting simple information
- Play a (language) game
- Give instructions
- Oral reports
- Collaborative group activities
- Barrier games
- Use speaking/talk frames
- Talk partners (in English and first language)
- Talk trios- one pupil monitors quality of talk partners discussion using checklist of target language items or structures

Writing

- Use a simplified worksheet
- Label diagram in two languages
- Make own dictionary/glossary - first language/English
- Games, crosswords, word search
- True/false, yes/no answers to circle/delete
- Substitution
- Multiple choice
- Speech bubbles
- Grids, flow charts, graphs, pictograms
- Fill in blanks (cloze)
- Models of good writing
- Sequencing
- Prediction
- Simple comprehension questions
- Write own story in first language
- Provide writing frameworks with key vocabulary

Extra support can be provided through IT, video or audio materials, dictionaries and translators, visual support materials, readers and scribes.

Which words to teach when...

A sequenced scheme of learning designed to develop vocabulary is helpful to nurture the ability to engage in meaningful conversations within school.

Activity Summary:

- Greetings using name, facial expression and eye contact
- Word matching
- Simple high quality picture books
- Simple sentences: spoken then written

Questions to reflect on:

- Can pupil hold a pencil correctly?
- Can pupil make eye contact?
- Does the pupil smile?



Classroom Resources:

- Sentence structure prompts
- Key word prompts
- Visual timetable
- Certificates
- Welcome card from children
- Additional set of activities to go home
- Home reader (when appropriate)
- Photos of staff, rooms, family taken by child on iPad

EAL Session Requirements (Review, Teach, Practice, Apply)

- Word matching (nouns and verbs)
- Sentence talk
- Sentence writing
- Simple reading and comprehension
- Additional sessions always draw on previous vocabulary (review prior knowledge words)
- Play a game (bingo / barrier game)

Sequence of Learning

1. Familiar objects: home, school
2. Colours
3. Emotions
4. In, on, under, next to, behind, big little
5. Sentences with 'and' / 'are' / 'is'
6. Body parts
7. Clothes
8. Family
9. Verbs (Present Tense): What are you doing?
10. Food and Drink (Please can I have some..... and?)
11. Numbers (Take running record of recognised numbers, set up flash cards / matching for home & school)
12. Telling the Time
13. Verbs (Past Tense): What did you do?

Guided Reading

- Noun hunt / match
- What is the man doing?
- What can you see?
- I can see a.....
- The boy is in the green park.
- Read text and discuss basic decoding/phonics.



Terminology

Terms for understanding second language acquisition

Culture Shock is a normal stage in the acculturation process that all newcomers go through. Being in a strange place and losing the power to communicate can disrupt a person's world view, self-identity, and systems of thinking, acting and feeling.

- Students feel frustrated, angry, hostile, sad, lonely and homesick
- Students may develop physical ailments such as stomach aches and headaches. They are often devastated by the emotional upheaval caused by moving to a new culture. They may exhibit behaviour such as depression or sleeplessness. They may become overly aggressive or withdrawn

The Silent Period is a varying period of time during which a newcomer is unwilling to speak in the second language. Nearly all students go through a silent period. This stage could last for as long as one year. English language learners should not be forced to speak until they are ready to do so.

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Affective filter is a "wall" a learner puts up if his/her anxiety level is high. The lower the anxiety level, the lower the filter. ELLs must have a low affective filter in order to learn English. The more comfortable students are in their school environment, the more ready they will be to learn.

BICS are Basic Interpersonal Communication Skills. These are the language skills needed for everyday personal and social communication. Second language learners must have BICS in order to interact on the playground and in the classroom. It usually takes students from 1-3 years to completely develop this social language. BICS are not necessarily related to academic success.

CALP is Cognitive Academic Language Proficiency is the language associated with native language literacy and cognitive development. These are the language skills needed to undertake academic tasks in the mainstream classroom. It includes content-specific vocabulary. It may take students from 5 to 7 years to develop CALP skills. CALP developed in the first language contributes to the development of CALP in the second language.