

Guidelines for Pupils for whom English is an Additional Language

Guidelines for EAL pupils

English as an Additional Language (EAL)

This term is currently used to refer to pupils who live in two or more languages, who have access to, or need to use, two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages.

The list of points summarised in Appendix 1 are the most important to emerge from the extensive research into the acquisition of a second language. They are well established and should be adopted by teachers as basic premises.

Some general guidelines on procedures for new entrants

Avoid making instant judgements about the pupil's knowledge of English.

It is only too easy to jump to misleading conclusions from initial impressions. New entrants need to be allowed time to adjust to the new environment and become attuned to local accents. It is better therefore to build up a pupil profile over a period of time.

Initial parental contacts are important. Set up a meeting to facilitate an interchange of information between the parents and the school. This should include information such as previous education experience, length of stay, present educational aims, literacy in first language, pupil's needs, interest and abilities. (Appendix 2 gives a sample pro-forma for collecting such information). It should be stressed however that the **process** of gathering such information is equally, if not more important. An initial, relaxed and informal meeting between someone from senior management, the parents and a teacher from the EAL service if necessary, where time is taken to discuss and explain the reasons for collecting the information will be time well spent in the long-run.

Previously used workbooks, textbooks and school reports can give a new school invaluable information, and parents will benefit from an explanation of the new educational system, school expectations and school prospectus. Other factors such as dietary requirements, participation in sports and attendance at RE lessons and assemblies can also be discussed.

All this information will lessen the likelihood of stereotyping and allow for more informed decision making.

Set up a mechanism to monitor and review progress. Agreement on a date for a further brief, informal meeting to discuss progress after a period of time e.g. 6 – 8 weeks might be considered helpful and appropriate.

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What if parents and / or child have no English ?

If a family enrolls a pupil who has very little functional English, the Head Teacher should contact the Area Manager Support for Learning prior to the pupil beginning to attend to ensure that appropriate support arrangements can be made.

This may delay the pupil's start date, but will be beneficial to the pupil/family and school in the long term. Gradual or phased introduction to school may be arranged, however, parents have the right to insist on immediate full time attendance. The use of an interpreter can be arranged at meetings, but this facility is not always available.

EAL Support Service

Aims of the Service

- To support the learning and teaching of pupils with a mother tongue other than English in the Authority's schools, so that they reach their full potential
- To improve access, ensure inclusion and raise achievement across the mainstream curriculum
- To aid the process of assessment
- To work in partnership with the EAL learner's own school and teachers
- To boost the self esteem of pupils for whom English is an additional language
- To promote equality of opportunity

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Referral Process

EAL Service referral completed with parent. (Appendix 2a)
Parental agreement necessary.



Telephone Area Manager Support for Learning
Submit referral to Area Manager Support for Learning



Area Manager Support for Learning contacts member of EAL support team



EAL teacher will contact parent/school to collect further relevant information and begin assessment.
(Appendix 2b)



Short-term support arrangements made involving Area Manager Support for Learning/EAL teacher/school.



Support arrangements reviewed at EAL team meeting. (Review after 8 weeks)



Schools informed of support arrangements.
Copy sent to parents.

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Support

The following support may be offered:

- | | |
|--------------|---|
| Teaching | <ul style="list-style-type: none">- Individual tutorial support to develop language skills- In-class support- Advice to teachers- Resources |
| Non-teaching | <ul style="list-style-type: none">- Classroom Assistant (SL) who will reinforce skills taught by EAL teacher- In-class support for pupil to facilitate curricular access |

After School Activity/Homework Clubs

- Open to pupils in P4 – P7 in Dumfries and Stewartry areas
- Open to pupils in S1 and S2 in Dumfries and Stewartry areas

Dual language story sacks are available for parents to borrow.

Assessment

General

There is no **ready-made kit** available and formalised tests are very unreliable in this context. The best situation for carrying it out however is in the normal learning environment of the classroom, although occasionally withdrawal for short periods may be appropriate.

The procedures outlined in Assessment 5 – 14 and the SCCC document “Languages for Life : Bilingual Pupils 5 – 14”, both present examples of good practice for EAL pupils.

English Language Assessment

It is most useful to assess the developing English of an EAL child in terms of a profile consisting of samples of work taken over a period of time which may be supplemented by a checklist or a skill profile (see suggested example in Appendix 3). While stating positively what a pupil can do, a profile should also identify areas of weakness. This type of information is more important for EAL pupils as normative assessment in a second language is likely to be very unreliable. It should also be emphasised that standardised tests (including those designed for English as an Additional Language – EAL) and diagnostic tests, have limited value and can be easily invalidated by cultural factors; holidays, pets, food, dress, etc. mean very different things to different children.

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Concerns that there may be other learning difficulties

If you have concerns about this, the Authority's EPSEN procedures should be followed.

But First remember that children learning to speak English as their second language often display errors as a result of applying rules from their first language.

Here are some examples of typical errors by Bengali speakers :

- Putting verbs at the end of sentences, e.g. "**He crayons not giving**", because their basic word order in a sentence is subject-object-verb compared to the English order of subject-verb-object.
- Incorrect use of third person pronoun, particularly overuse of **he, him**, as in Bengali the third person pronoun is the same for masculine and feminine gender. Verb inflections usually signals gender.
- Leaving out articles before a noun, "**She give me sweet**", as Bengali does not have a definite (the) or indefinite (a) article before a noun.
- Bengali writing **hangs** on the line while English **sits** on it.
- Bengali script does not distinguish between capital and lower case letters.

Such structural errors are transient so **on their own do not** mean that the child has a language disorder. However if the errors persist beyond a couple of years and there is evidence of other difficulties, it should be investigated and not ignored.

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Appendix 1

EAL Children : What the Research Tells Us

- Children take up to two years to develop 'basic interpersonal communication skills' (Playground/street survival language), but it takes from five to seven years to acquire the full range of literacy skills ('cognitive academic language proficiency') needed to cope with the literacy demands of SEB exams.
- A silent (receptive) period is natural in the learning of a second language and not a sign of learning difficulties in the first/early stages.
- There are developmental factors in common to both native and second language acquisition. Pupils learn roughly the same regardless of their first language background.
- Teachers/schools should have basic information available about the language backgrounds of EAL pupils.
- There should be an awareness by all that a focus on mother tongue is a valuable channel to support learning and not a hindrance. Teachers should not advocate the use of English only, either at school or at home.
- Parents should be encouraged to share language and literacy in speaking and listening as well as in reading and writing. This can be as valuable in first/home language as in English.
- EAL can be educationally enriching and has a positive effect on intellectual performance.
- EAL should be valued as a special achievement.
- Where there are academic difficulties, teachers should first critically examine the teaching they are offering in terms of motivation and the language used.

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Appendix 2b

ENGLISH AS AN ADDITIONAL LANGUAGE

SCHOOL: _____

DATE OF ENROLMENT: _____

NAME: _____

DATE OF BIRTH: _____ CLASS: _____

ADDRESS: _____

Language spoken at home by pupil: _____

Language used by family members to pupil: _____

Level of competence in English Language:

Level 1 : Fluent in English but uses another language at home. Able to read a range of age equivalent materials. Can confidently undertake a range of different writing activities.

Level 2 : Confident use of spoken English. Can write independently but writing shows errors in vocabulary, spelling and punctuation. Manages to read mainstream materials, but may require some support.

Level 3 : Converses in informal situations. Can retrieve specific information from passage. Attempts to read unknown words. Can complete short pieces of written work with guidance/support. Shows some understanding of spelling patterns, sequencing tenses.

Level 4 : Silent in class. Speaks predominantly in first language. Initiates single words, short phrases. Reads simple words, relies on pictures for meaning.

REFERRAL FORM



SUPPORT REQUIRED:

- Advice
- Resources
- In-class
- Tutorial

PARENTAL CONTACT:

NAME: _____

ADDRESS: _____

PHONE NO.: _____

Parental agreement to referral YES

Is an interpreter required to communicate ? YES / NO

Signature of Referrer: _____

Return to: Mrs J Matheson, Area Manager Support for Learning
Council Offices, Dryfe Road, Lockerbie , DG11 2A

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APPENDIX 3

STAGE ONE

Listening	Speaking	Reading	Writing
a) Listens and responds to: questions commands instruction in L1 non verbally	a) is silent in class b) speaks predominantly in first language c) initiates: single words short phrases asks simple questions	a) recognises letters b) sounds out words c) reads simple words d) recognises words in context e) relies on pictures for meaning f) reads for meaning	a) forms letters b) attempts task via copying c) remembers spelling of some basic words d) spells phonetically e) relies on structure of given model f) begins to write independently

STAGE TWO

Listening	Speaking	Reading	Writing
a) still requires reiteration of instructions b) can retrieve specific information from teacher/group talk c) follows simple instructions and explanations	a) converses in informal situations b) begins to participate in group work	a) retrieves specific information from passage b) attempts unknown words c) begins to guess meaning of unknown words from context d) able to read and discuss text	a) begins to punctuate b) can write short passages using prompts as guide c) shows some understanding of spelling patterns d) can sequence work in a logical order e) shows awareness of rule system e.g. tenses

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STAGE THREE

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> a) clearly understands great amount of teacher and peer talk b) follows complex explanations c) needs less support in comprehension and execution of task required 	<ul style="list-style-type: none"> a) shows confidence in initiation and sustaining a conversation b) shows confidence about reporting back in different situations c) beginning to vary language according to audience d) performs broad range of language functions such as questioning and predicting e) use of spoken language is still in advance of literacy 	<ul style="list-style-type: none"> a) reads more complex texts with much understanding b) manages with mainstream materials but may still require some support c) reads aloud with speed, confidence and fluency but not always with appropriate expression 	<ul style="list-style-type: none"> a) can write independently although writing may still show errors in specific vocabulary spelling and punctuation grammatical relationships b) attempts to express complex ideas but clarity often blurred by above areas c) beginning to develop appropriate styles and registers d) is aware of linguistic limitations and occasionally frustrated by them

STAGE FOUR

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> a) fluent EAL 		<ul style="list-style-type: none"> a) able to read a range of materials confidently 	<ul style="list-style-type: none"> a) can confidently undertake a range of different types of writing b) shows influence of extended reading when writing