EAL

# BIRMINGHAM 2018

ENGLISH AS AN ADDITIONAL LANGUAGE CONFERENCE

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# THE EAL PROFICIENCY FRAMEWORK

*By Terri Cawser*

Pupil and School Support

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# About Pupil and School Support

- Birmingham Local Authority Specialist Support Service
- Team of 40 teachers covering all Birmingham mainstream maintained, free schools and academies
- Our aim is to build the strategic capacity of schools to meet the needs of learners

# The EAL Proficiency Framework

- Introduced in 2016 as part of the Schools Census
- 5 point scale ranging from New to English to Fluent

| A | B | C | D | E |
|---|---|---|---|---|
| New to English | Early acquisition | Developing competence | Competent | Fluent |

- Moves away from a binary identification of EAL

# The EAL Proficiency Framework

## Advantages

- Heighten the profile of EAL learners in settings
- Provides settings with a framework in which to demonstrate the range of learners they support
- Allows for settings to celebrate their bilingual learners
- Prompted the development of additional support materials being produced to support schools in meeting need

# The EAL Proficiency Framework

## Challenges

- Limited guidance produced by DfE around making secure judgements
- Lack of knowledge of second language learning resulting in inaccurate or insecure assessments.
- Doesn't take into account the social/economical backgrounds of EAL learners
- Unsure of what the data will be used for causing some anxiety in settings

# The EAL Proficiency Framework

## Tips for success:

- Find an extended assessment tool that matches school ethos and tools already in use
- Invest time in training staff on how to assess
- Consider who leads the area of EAL
- Use assessment to inform provision rather than a one off each year

# The EAL Proficiency Framework

Best practice examples:

- Increase in number of EAL co-ordinators attending training
- Attendance at EAL networks to share practice between settings
- Use of assessments to support planning for language development in schools

# THANK YOU

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# VOCABULARY IN THE EAL CLASSROOM

*By Meredith Cicerchia*

# Why is vocabulary so important?

- Linked to success in Listening, Speaking, Reading and Writing
- The more words you know, the more you can learn
- Most commonly used measure of proficiency by researchers

# Which words should you teach?

- High frequency English vocab
- Content that appears in textbooks and course materials
- Wordlists they'll be tested on
- Words that are useful for the individual
- Words that are meaningful to the individual

# What does it mean to know a word?

- You can have:
- **receptive knowledge, which is being able to:**
  1. Recognise its form in spoken and/or written input
  2. Link a word's form to its meaning
- **productive knowledge:**
  1. Say it → Intelligible pronunciation
  2. Write it → Recognizable spelling
  3. Use it → know its part of speech. how the meaning changes, ect
- Additionally: Linguistic chunks, collocates, synonyms, antonyms etc.
- Nation (2001)

# How to ensure a student has learned a word?

1. Choosing the definition in m/c
2. Filling in the blank using a word bank
3. Completing a gap-fill from memory
4. Saying a word as part of an oral response
5. Using a word correctly in free writing

**Trick question!**
All of these are good ways to measure word knowledge. Which ones you use depends on the proficiency level of your learner and what you're trying to assess.

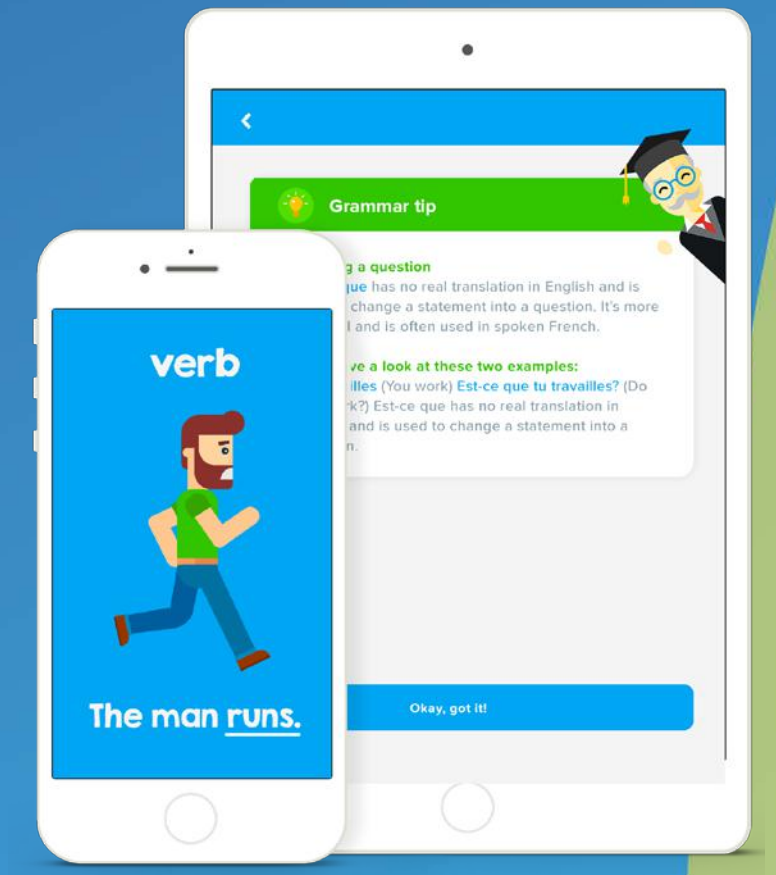
# Learn Vocabulary

- Through direct study
  - Contextualize
    Classroom lessons, outside activities, glossed texts
  - Decontextualized
    Vocabulary lists, flashcards

- Through incidental learning
  - Exposure via games, encounters in physical environment, guessing from context in reading and listening

# There are different approaches

- Rote learning and memorization
- Task based learning (vocab is a by-product of completing a task)
- Input enhancement (emphasizing something with your voice, writing it on the board, underlining words on a page)
- The communicative approach



# Multi-modal learning

- Visual representation of meaning + spoken form + written form (can also include video)
- How does it work? Diverse sensory input leads to enhanced uptake and retention

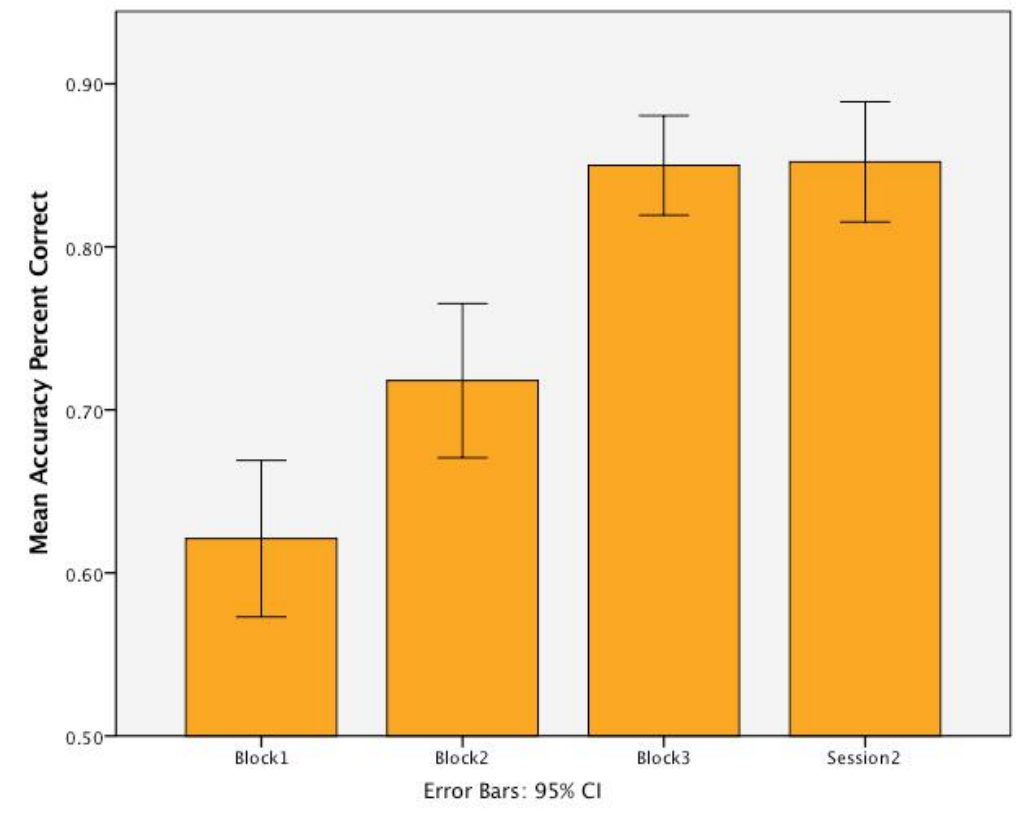
Evidence for…
images (Paivio & Csapo, 1973)
translation equivalents (Lotto & de Groot, 1998; Carpenter & Olson, 2012)
incidental learning (Bisson et al., 2013; 2014)
direct learning (Cárcamo et al. 2015; Nassaji, 2004; Zarei & Khazaie, 2011)

+ chicken

# My Research

- 32 Native speakers
- Learned 40 words
  (2x a block, 3 blocks) = 6 times
  Image, audio + transcription
- Accuracy went up, response time went down
- Word knowledge retained 5-7 days later

Participant Accuracy Blocks 1,2,3 and Session 2



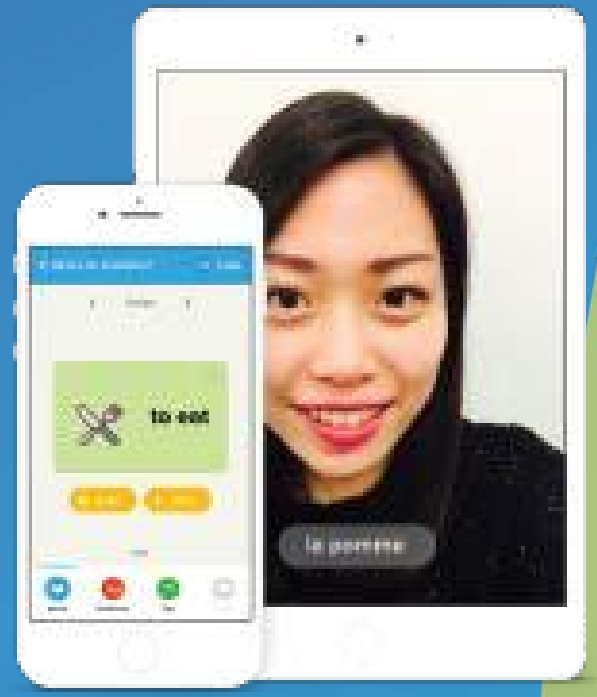

Cicerchia (2017)

# Which factors most impacted on accuracy and response times?

- Number of letters, Number of Syllables → Response time
- Number of unfamiliar phonemes → Accuracy
- What does this mean?
  - Maximizing exposure to the sounds of a new language is important

# Bringing multi-modal to the classroom

- Language games
- Flashcard study
- Listening to songs with their lyrics
- Watching videos with English subtitles (also helps with decoding)
- Creating image collages/drawing to gloss vocab lists
- Going on YouTube word scavenger hunts
- Using dynamic dictionaries



# What helps words make it into long-term memory?

- Opening affective barriers through fun and creative activities
- Repetition, repetition, repetition
- Learning language that's meaningful for the individual
- Exposure to words in diverse contexts
- Moving beyond receptive to productive exercises

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# Things to keep in mind

- No two EAL learners are alike.
- The learnability of a word (how hard it is to learn) is different for every word, for every learner.
- Some students have never been taught how to learn vocabulary.
- Introduce a variety of approaches and actively teach vocabulary acquisition strategies so every student has the chance to find a way that works for him or her.

# THANK YOU

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# EAL AT GREAT BARR ACADEMY

*By Hollie O'Sullivan – Head of EAL Department*

GREAT BARR ACADEMY
A SPECIALIST SCIENCE COLLEGE
NURTURING POTENTIAL
CREATING OPPORTUNITY

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# Background information

- Achieved QTS in 2007
- Pastoral TLR's
- Inclusions Coordinator
- Head of EAL

# EAL at GBA

- Capacity = 2,500 students
- 571 EAL students
- 172 A-C EAL students
- EAL staff members:
  - Head of Department (QTS)
  - Induction Coordinator (TA)
  - Assessments Coordinator (TA)
  - KS4 Coordinator (TA)

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# EAL Assessments at GBA

- Baseline Assessment
- Baseline create proficiency code
- Proficiency codes informs initial placement
- End of Induction Assessment – shows progress inform setting

# Induction

- Initial Assessment
- Pre Induction (code A)
- Main Induction (code B / C)
- End of Induction Assessment
- Mainstream

- Transitional Support:
- Proficiency codes on seating plans
- Individual Language Plans
- Department Panic Box

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# KS4

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# KS4

- “Don’t expect EAL students to conform to our timelines”
- End Exam Excusal Form (EEE)
- Home Language GCSE

# EAL FlashAcademy®

- Promotes Inclusion
- Provides reliable data
- Engages pupils – collectively as well as independently
- Reduces workload
- Embeds routine (L3 every day)
- Offers support into mainstream
- Opens home learning opportunities
- Enables quick rewards

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# EAL Prefect and EAL Ambassadors

- Team of 25 Prefects (Y10):
- Social Mentor – during transition to guide pupils around the school and support them during break and lunch
- Team of 7 Ambassadors (6th form):
- 1 lesson per week to support in Induction and act as positive EAL role models

# Wider School Promotion

- PD Day
- World Culture Day
- EAL Homework Club
- EAL end of year Afternoon Tea

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# THANK YOU

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# Table Challenge

- Open the white envelop on your desk
- Discuss your answers as a table (you'll have 10 minutes)
- Nominate someone to feedback to the rest of the room
- Leave your paper on the table and we will also share your ideas to teachers all over the UK on social media!

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# Q&A

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