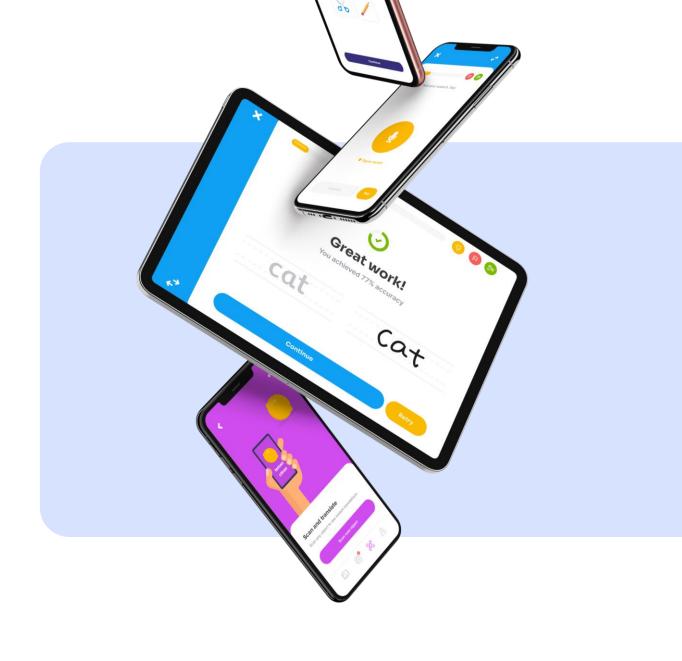# Improving outcomes for multilingual learners

Hosted by **FlashAcademy**®

Welcome to

Improving outcomes for multilingual learners

Jenny Loach
Sales Director, FlashAcademy®

EAL in the UAE context

- In 2023-2024, 162 nationalities were represented across schools in the UAE.

- The UAE continues to celebrate inclusivity.

- Multilingualism is increasingly becoming a core part of school culture in the UAE.
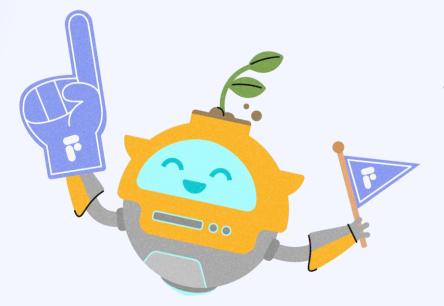
What do we hope to achieve today?

Improving outcomes for multilingual learners

- Ideas to shape the wellbeing and achievement of multilingual learners

- Sharing good practice recommendations for a whole-school approach

- Building relationships and networks

- A community of educators coming together

Who are FlashAcademy®?

What does FlashAcademy® offer?

EAL assessment

- Baseline assessment and continuous tracking
- AI assisted marking saves an average 150 hours per year
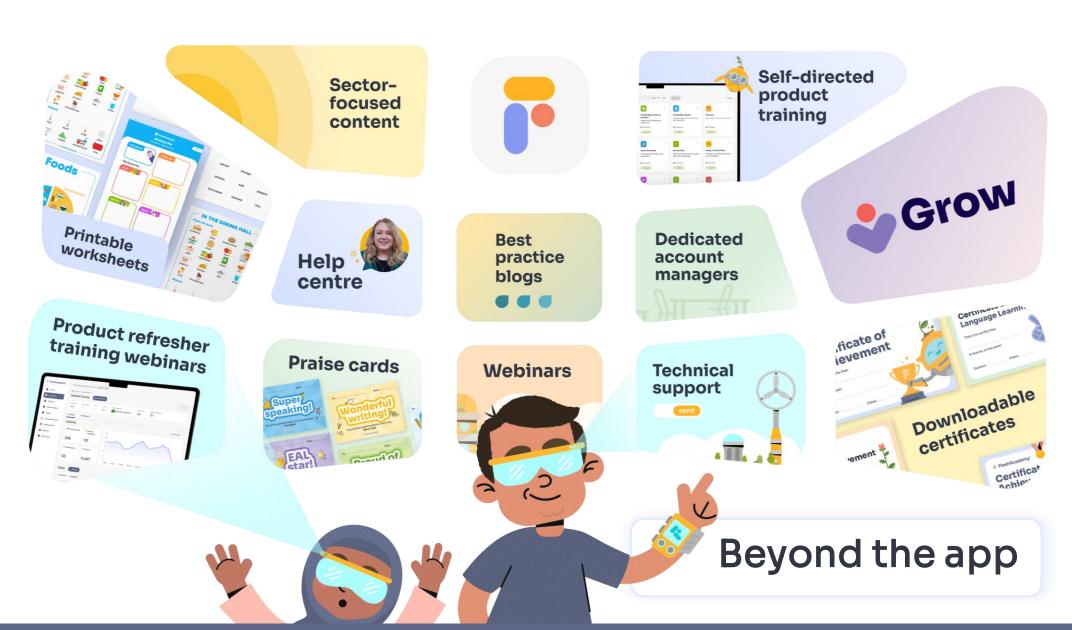- Assessed against A-E banding framework

Learning intervention

- 48 home languages
- UK curriculum-aligned lessons
- Subject specific vocabulary
- Gamified content
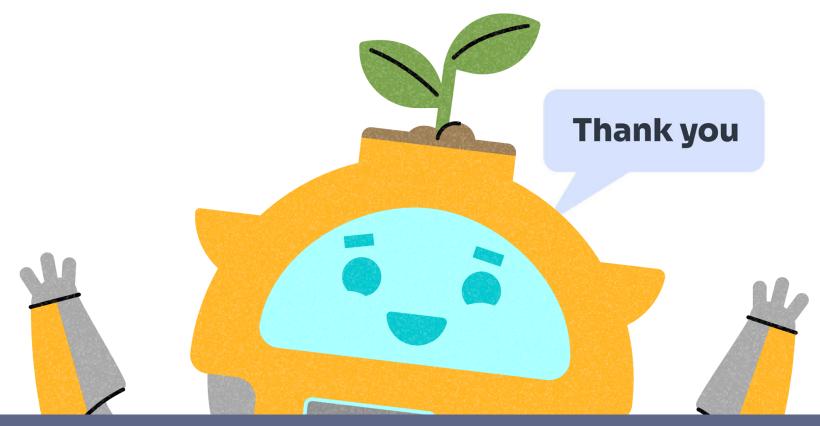- Multiple platforms for independent learning

Teacher dashboard

- Real-time learner insights
- Easily assign multiple lessons
- CSV and PDF reporting for sharing data

Improving outcomes for multilingual learners

FlashAcademy®

Sector-focused content

Self-directed product training

Grow

Printable worksheets

Help centre

Best practice blogs

Dedicated account managers

Product refresher training webinars

Praise cards

Webinars

Technical support

Downloadable certificates

Beyond the app

FlashAcademy®

Designing Tomorrow's Classrooms :

Cognitive, Inclusive, Multilingual

Global classrooms are more linguistically diverse than ever.

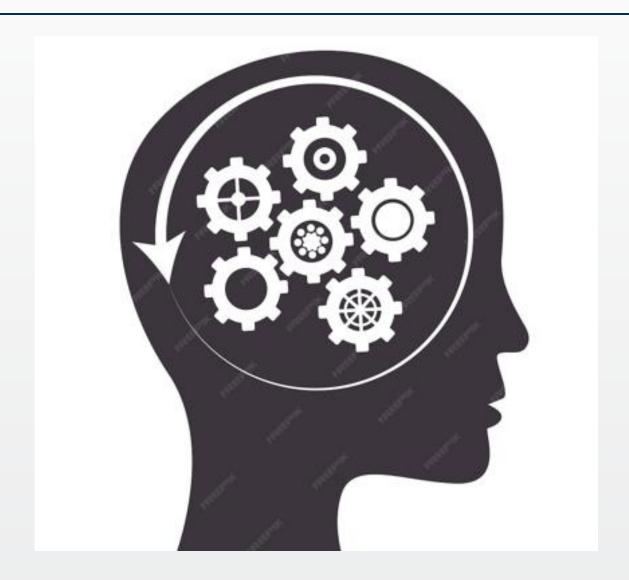Reading is the foundation for accessing every subject.

The challenge: How do we build systems that reduce overload and support every learner?

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•Brain Bandwidth

•Brain Bandwidth

Your cognitive load was *lowered,* due to familiarity.
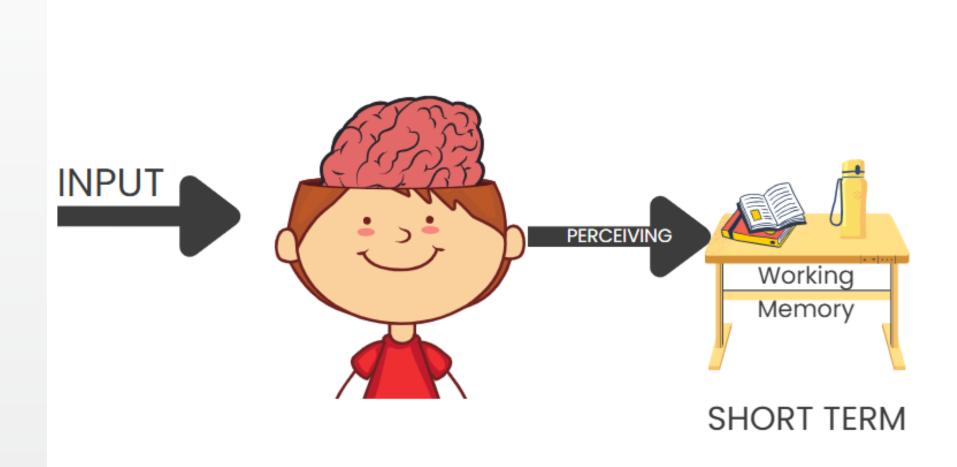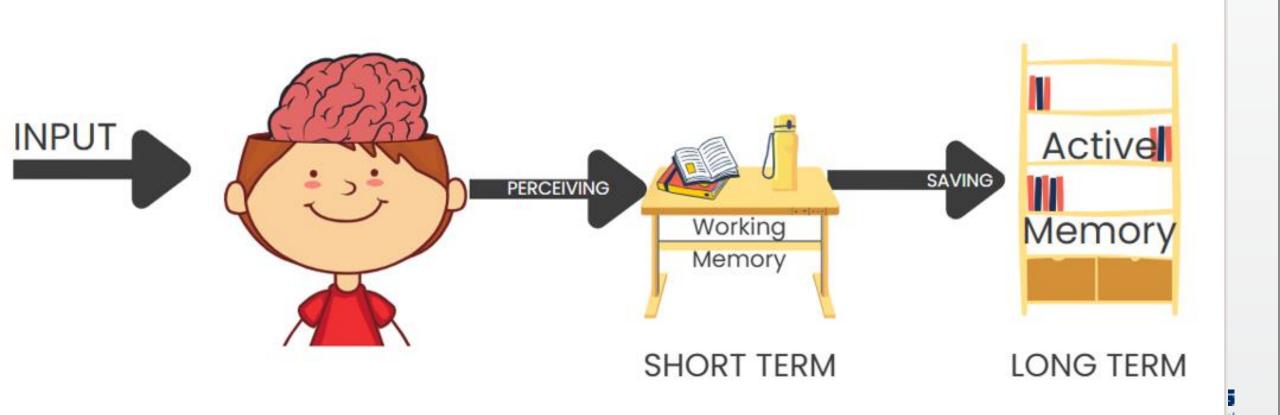
What implications does this have for our instruction?

•Short Term Memory

•Long Term Memory

INPUT
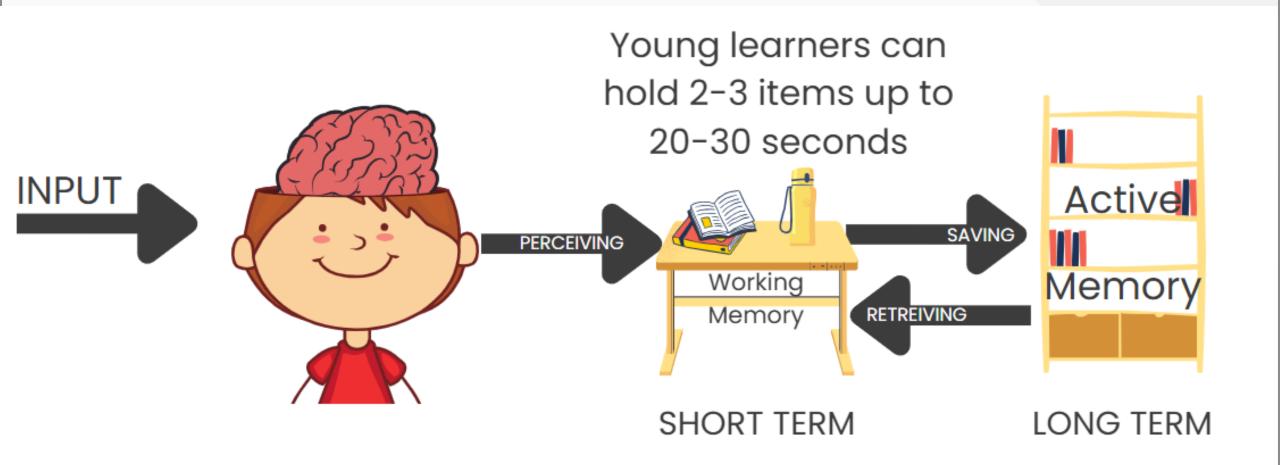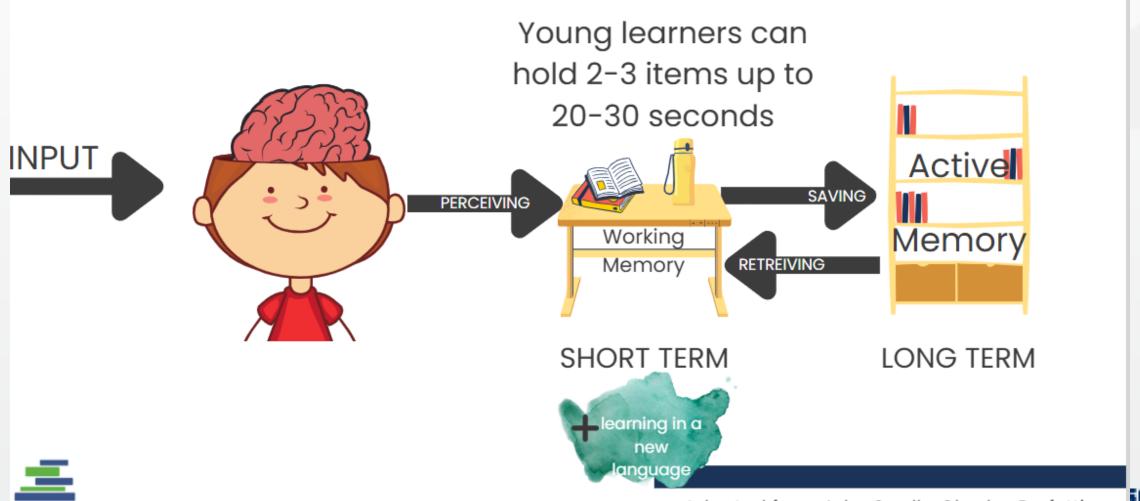
PERCEIVING

Working Memory

SHORT TERM

SAVING

Active Memory

LONG TERM

•Retrieval Process

INPUT

PERCEIVING

Young learners can hold 2-3 items up to 20-30 seconds

Working Memory

SHORT TERM

SAVING

RETREIVING

Active Memory

LONG TERM

•Retrieval Process

Young learners can hold 2-3 items up to 20-30 seconds

INPUT

PERCEIVING

Working Memory

SHORT TERM

SAVING

RETREIVING

Active Memory

LONG TERM

+ learning in a new language

Adapted from John Swells, Charles Perfetti

Literacy for all

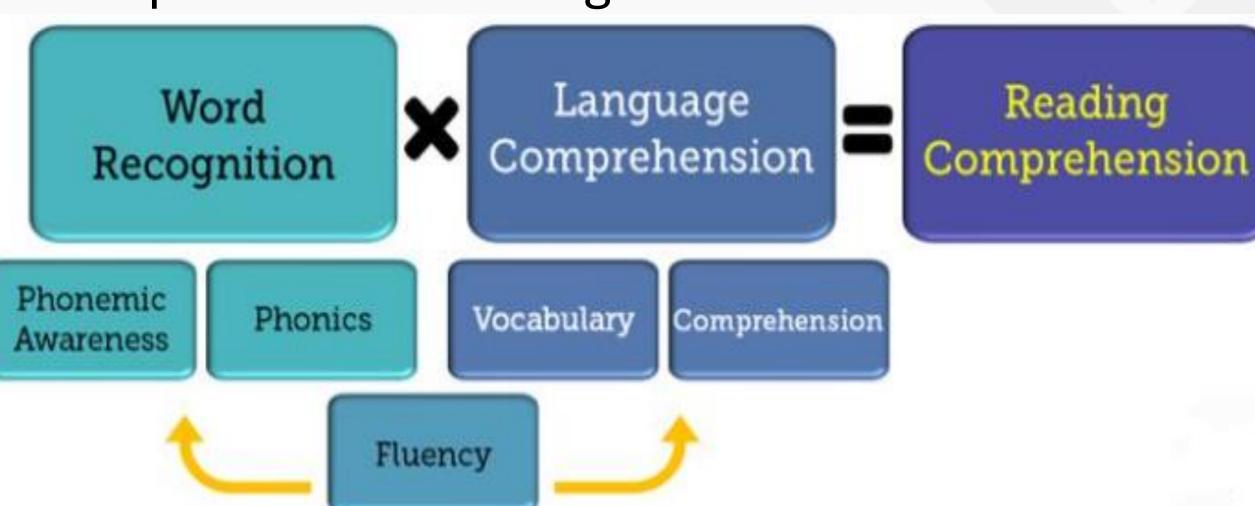- Reading is foundational to curriculum success

- Students who can't read fluently struggle in every subject

- Multilingual learners face additional cognitive demands

- Literacy is not just a skill – it's a matter of equity

Simple View of Reading

SCARBOROUGH'S
READING ROPE
(2001)*

Language Comprehension

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

Word Recognition

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling—sound correspondences)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

The Many
Strands
Woven into
Skilled
Reading

SKILLED READING

Fluent execution
and coordination of
word recognition
and language
comprehension.

Scarborough's Reading Rope helps to show the
many reading skills that must be woven together
across the two broad areas of Word Recognition

The Instructional Hierarchy
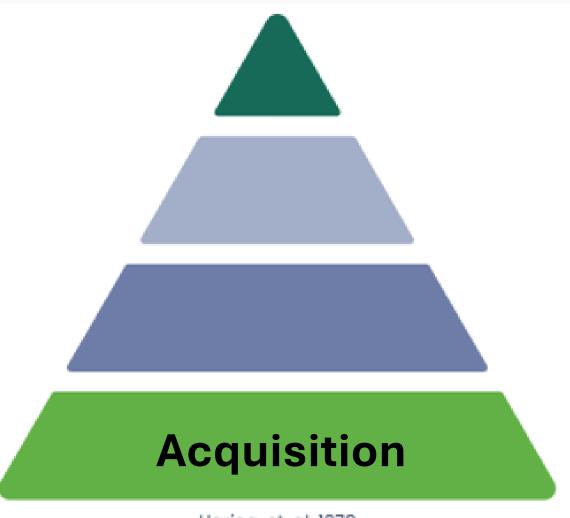

Haring, et. al. 1978
Daly, et. al. 1996, Burns--many studies

The Instructional Hierarchy

Acquisition

Haring, et. al. 1978
Daly, et. al. 1996, Burns—many studies

The 'Getting it'

The Instructional Hierarchy

Haring, et. al. 1978
Daly, et. al. 1996, Burns--many studies

Acquisition
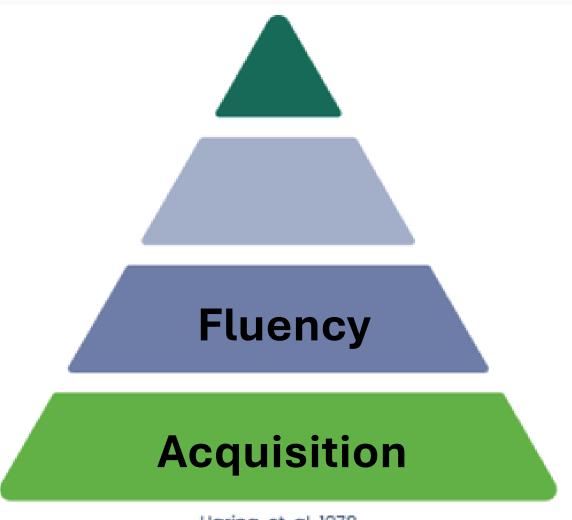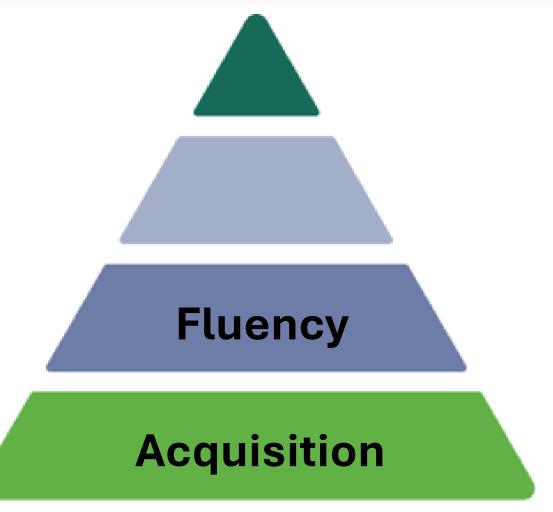
Explicit modelling, input, and comprehension.

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The Instructional Hierarchy
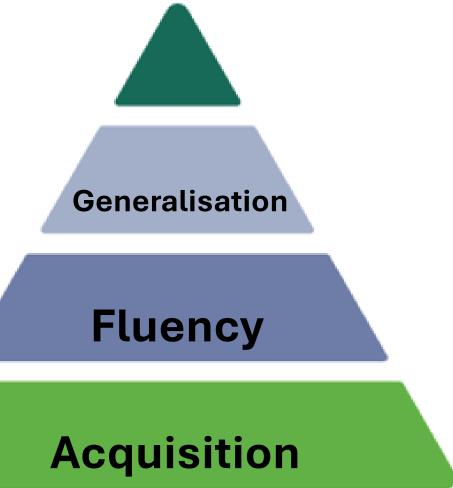
Doing it accurately and smoothly

The Instructional Hierarchy

Fluency

Acquisition

Haring, et. al. 1978
Daly, et. al. 1996, Burns--many studies

Practice, repetition, and structured output.

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The Instructional Hierarchy

Generalisation

Fluency

Acquisition

Haring, et. al. 1978
Daly, et. al. 1996, Burns--many studies

"Doing it in new contexts"

GEMS EDUCATION

The Instructional Hierarchy

Generalisation

Fluency

Acquisition

Haring, et. al. 1978
Daly, et. al. 1996, Burns--many studies

Transfer of learning

GEMS
EDUCATION

The Instructional Hierarchy

"Making it their own"

Adaptation

Generalisation

Fluency

Acquisition

Haring, et. al. 1978
Daly, et. al. 1996, Burns--many studies

The Instructional Hierarchy

Metacognition, self-regulation, and mastery.

Multilingual Learners

Moves instruction from *input-heavy* to *independence-ready*

Ensures learners aren't asked to perform fluency or reasoning tasks before they've had **adequate exposure** and **scaffolding**
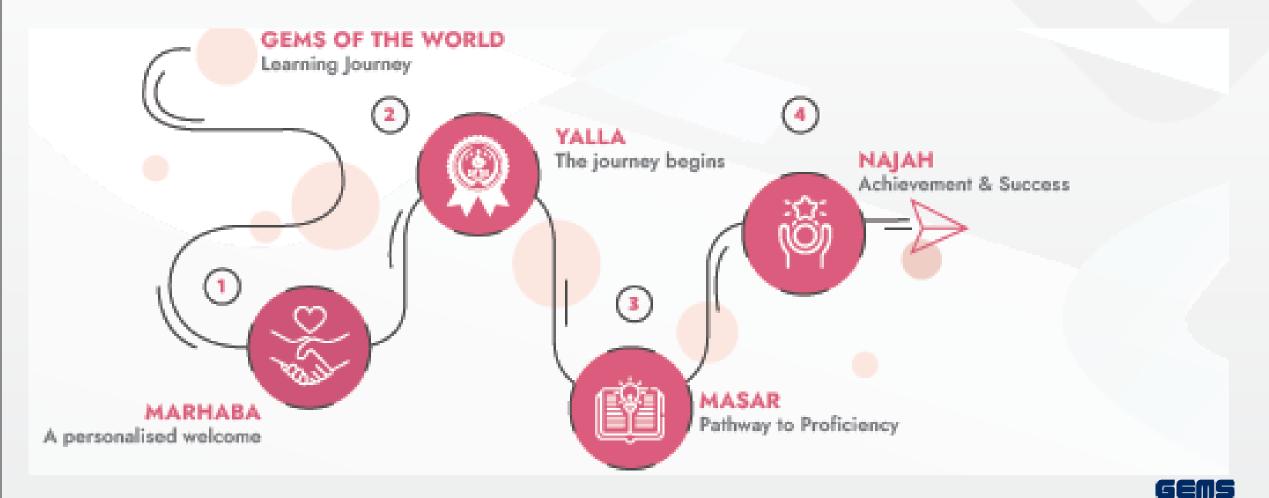
Helps teachers **align support to proficiency level**, avoiding "one-size-fits-all" teaching

Reinforces that **language development is a process**, not a single outcome — growth is visible through movement up the hierarchy

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From Strategy to System: GEMS of the World

So now what?

- To transform great teaching into shared, codified practice so every student, in every classroom, benefits from world-class instruction.

Codify What Works
To capture the most effective teaching techniques and translate them into clear, practical steps every teacher can use.

Ensure Consistency
To create a shared standard of excellence across all GEMS classrooms, reducing variability and raising expectations.

Ground in Science
To align teaching with how the brain learns best—boosting memory, reducing cognitive load, and deepening understanding.
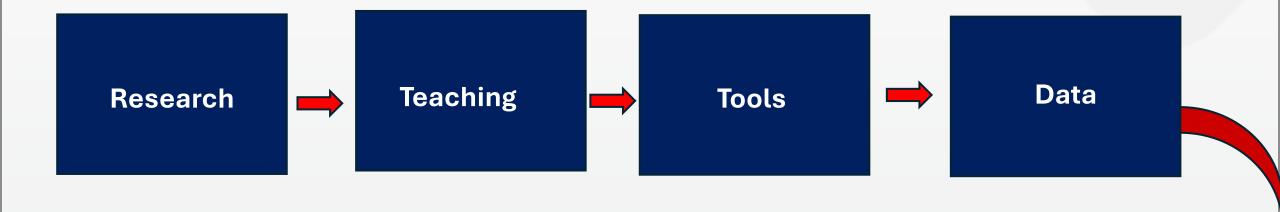
Build Shared Language
To unify professional learning, coaching, and classroom practice through consistent terminology and aligned tools.

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Structuring Learning for Impact

Research → **Teaching** → **Tools** → **Data**

IMPACT

Turning cognitive science into classroom success across 47 schools.

The Power of Rehearsal

- The best artists, dancers, athletes, and performers master their craft by perfecting every small micro-step. How?

- Consistent rehearsal
- Focused practice
- Ongoing reflection
- Expert coaching

Serena Williams & Roger Federer

Coldplay

Cast: Phantom of the Opera

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Fostering a Culture of Discourse

Turn & Talk

Show Me

Cold Call

Stretch it

Right is Right

Habits of Discussion

Practice Clinics - See it, Name it, Do it

SEE IT

Observe effective teaching in action (live or through video)

Focus on specific techniques or micro-steps from the TLAG Playbook

NAME IT

Reflect on key moments and codify them (break it down)

Build a shared language around what great teaching looks, sounds and feels like

DO IT

Rehearse the technique or step immediately in a low-stakes setting

Offer and receive precise feedback using micro-steps from the TLAG Playbook or granular steps from Steplab

GEMS EDUCATION

Structuring Learning for Impact

Do Now	**Learning Outcomes**	**To Know**
Affirmative Checking	**I do, We Do, You Do**	**Exit Ticket**

Optimising Learning Opportunities

What to do

Whole Class Reset

Teacher Radar

Secure student attention

Secure student attention

If we want to prepare children for the future, we must first ensure they can access the present
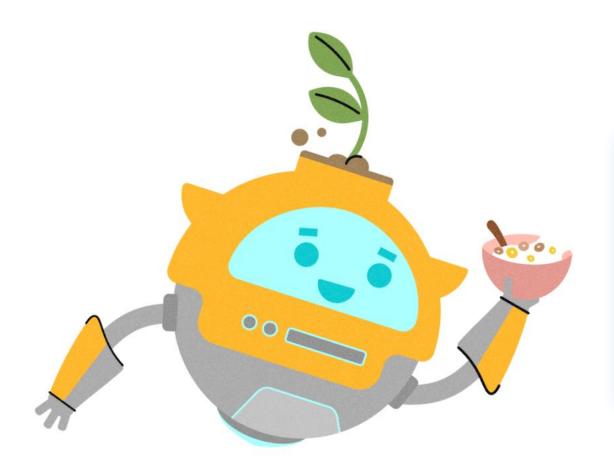
✓ **Cognitive Science**

✓ **Language**

✓ **Reading**

✓ **Multilingualism**

THANK YOU

Refreshment break
10:30am - 10:50am
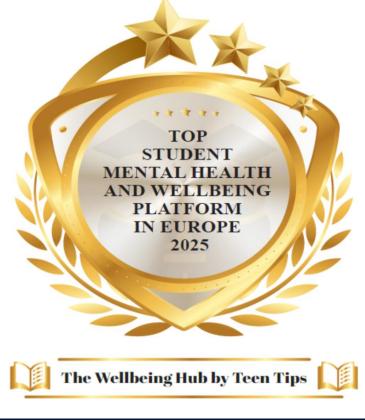
Up next:
Creating psychological safety for multilingual learners with Alicia Drummond, CEO of The Wellbeing Hub

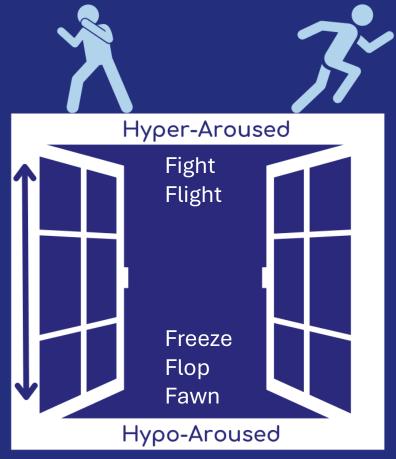# Improving outcomes for multilingual learners

Hosted by **FlashAcademy**®

Adverse Childhood Experiences – ACE's

➢ Physical, sexual, emotional abuse
➢ Emotional, physical neglect
➢ Living with a family member with a mental illness
➢ Witnessing domestic violence
➢ Sudden separation from a loved one
➢ Poverty
➢ Racism and discrimination
➢ Violence in the community

Hyper-Aroused

Fight
Flight

Freeze
Flop
Fawn

Hypo-Aroused

Button Sheet

My buttons get pushed when

In my body I feel

I react by

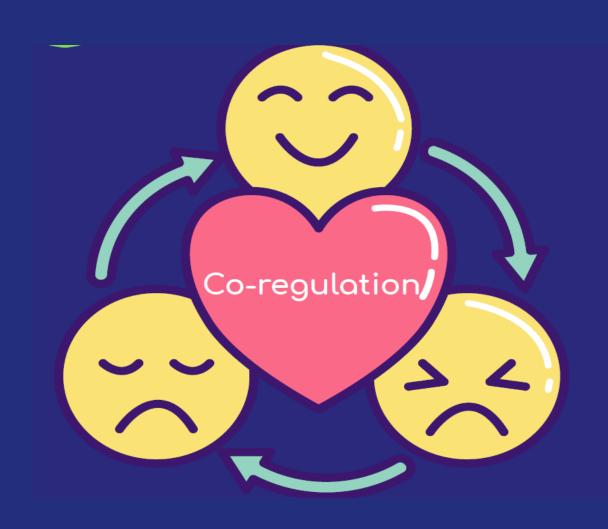Because I am afraid that

Foster an inclusive environment

Adapt teaching methods

Promote group work and peer support

Pre-teach vocabulary and clarify idioms

Provide accessible resources
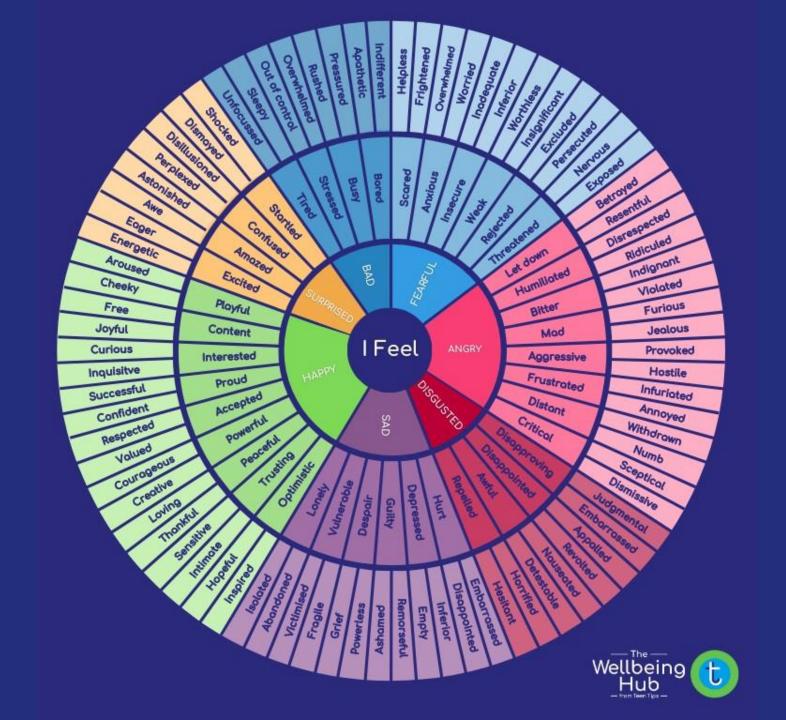
Use assessment frameworks

Calm presence
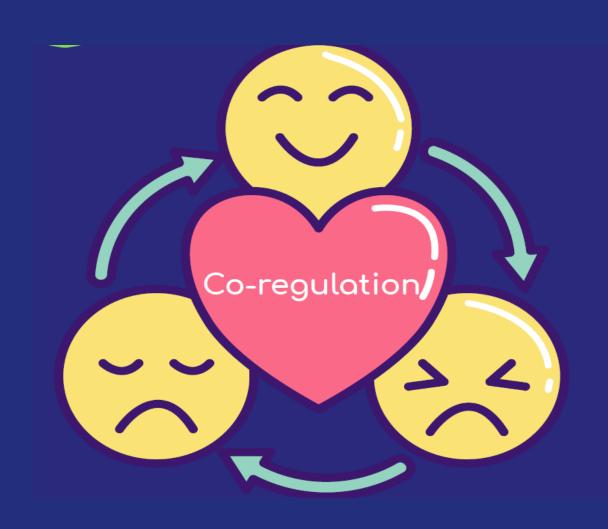
Quiet tone, steady, warm

Responsive support

Name emotions, validate feelings, offer choices

Teaching moments

Model & coach strategies like deep breathing, using calm corners, or problem-solving

Co-regulation

28 November 2025

The Wellbeing Hub
from Teen Tips

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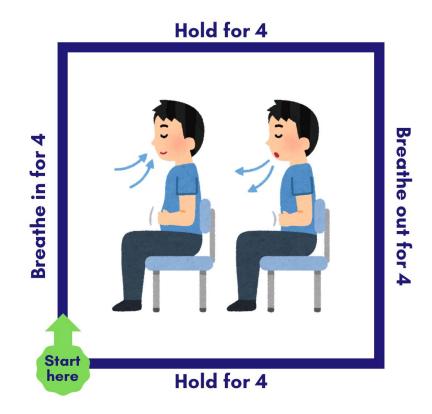
The Wellbeing Hub
from Teen Tips

20 ideas to help you regain calm

- Breathe deeply (e.g. inhale for 4 counts, exhale for 4 counts).
- Count to ten slowly before responding.
- Take a movement break (stretch, stand, or walk).
- Take a timed break from what you are doing.
- Use a 'calm down' card or request a time-out in a quiet space.
- Do an emotional self-check-in (try to identify and name what you are feeling).
- Practice mindful listening – focus intently on a specific sound in the classroom.
- Try guided imagery or visualisation – imagine a place where you feel calm and relaxed.
- Write about how you are feeling on paper.
- Use positive self-talk ("I can handle this"; "It's okay to feel frustrated").
- Squeeze or play with a sensory/fidget object.
- Use the 4-3-2-1 grounding technique: notice 4 things you can see, 3 you can hear, 2 you can touch, 1 you can smell – then breathe slowly.
- Ask for help or clarification when stuck.
- Try progressive muscle relaxation – working from your toes upward, clench and release muscles until you reach your head.
- Use noise-cancelling headphones if sounds feel overwhelming.
- Use weighted lap pads or shoulder wraps for deep pressure and grounding.
- Look at a calm-down jar (fill a jar or bottle with water and glitter – shake it and then watch it settle for visual soothing.
- Use soft sensory objects, like textured balls or fabric swatches, for quiet touch input, or play with theraputty (putty/play-doh)
- Wear and use chewellery (chewable necklaces or bracelets) if chewing helps you feel calm.

28 November 2025

The Wellbeing Hub
from Teen Tips

For more information about our
Wellbeing Hub for Schools
please visit
www.teentips.co.uk

06 November 2025

What can schools do to support students' sense of identity in multilingual schools?

FlashAcademy®

How can schools empower educators to reflect on their own identities, biases and well-being so that they can model authenticity and resilience for their students?

In what ways can schools balance academic expectations with emotional support, particularly for multilingual learners and new arrivals?