

How to effectively support English as an additional learners to improve engagement and attainment for EAL learners in mainstream classrooms?

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Stages of Sequential Language Acquisition

Pre-Production/Comprehension (no BICS)

Sometimes called the **silent period**, where the individual concentrates completely on figuring out what the new language means, without worrying about production skills. Children typically may delay speech in L2 from one to six weeks or longer.

- listen, point, match, draw, move, choose, mime, act out

Early Production (early BICS)

Speech begins to emerge naturally but the primary process continues to be the development of listening comprehension. Early speech will contain many errors. Typical examples of progression are:

- yes/no questions, lists of words, one word answers, two word strings, short phrases

Speech Emergence (intermediate BICS)

Given sufficient input, speech production will continue to improve. Sentences will become longer, more complex, with a wider vocabulary range. Numbers of errors will slowly decrease.

- three words and short phrases, dialogue, longer phrases
- extended discourse, complete sentences where appropriate, narration

Intermediate Fluency (advanced BICS/emerging CALP)

With continued exposure to **adequate** language models and opportunities to interact with fluent speakers of the second language, second language learners will develop excellent comprehension and their speech will contain even fewer grammatical errors. Opportunities to use the second language for varied purposes will broaden the individual's ability to use the language more fully.

Advanced Fluency

- give opinions, analyze, defend, create, debate, evaluate, justify, examine

Source: Krashen, S.D. (1982). *Principles and Practice in second language acquisition*. New York: Pergamon Press.

References:

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What has happened?

The needs of a minority in terms of the school demographic have been identified as a focus:

Pupils who speak English as an Additional Language (EAL).

What are the next steps?

Normalizing professional dialogue about differentiation for learners who speak EAL. Focusing on meeting the needs of these learners and accessing the curriculum.

What are the implications?

The needs of EAL learners are being addressed and provisions put in place to support teachers and pupils in class.

What did you plan to do & why?

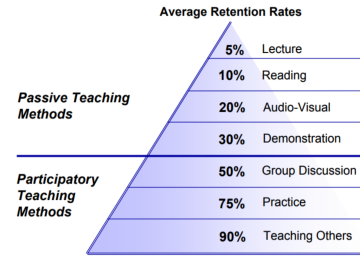
My role as full time English as an Additional Language teacher is unique, and specifically funded for Syrian Refugee Resettlement, across the service other EAL teachers are peripatetic equivalent to 0.05 or a half day in each school. In my school 25% of our school demographic speak English as an Additional Language and speak a range of thirty different languages at home. Arriving at all stages, throughout the year, with varying levels of English acquisition, cultural understanding and school experience.

I'd like to focus on meeting the needs of pupils who speak English as an additional language in the mainstream primary classroom by providing training and support to practitioners to develop professional confidence, knowledge and understanding of how to support second language learners in an inclusive and differentiated classroom.



Developing Active Learners

The Impact



*Adapted from National Training Laboratories, Bethel, Maine

What was the impact on your Leadership Learning?

1. To highlight the importance of effective EAL provision in mainstream primary classrooms.
2. Conducting school professional dialogue on differentiation for pupils who speak EAL.
3. Actively advocating for the needs of Refugee pupils, who often have a language, poverty and school experience barrier to education.

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