

ETHNIC MINORITY ACHIEVEMENT TEAM (EMAT)



**HINTS AND TIPS FOR SUPPORTING NEWLY ARRIVED
EAL PUPILS**

SECONDARY PHASE

This booklet has been produced by Middlesbrough Ethnic Minority Achievement Team (EMAT)

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Sources:

www.naldic.org.uk

<http://www.naldic.org.uk/docs/resources/KeyDocs.cfm>

Jim Cummins, *Language, Power and Pedagogy (Multilingual Matters, Clevedon, 2000)*

Neil Mercer, *Words and minds: how we use language to think together (Routledge, Abingdon, 2000)*

Mike Gershon,

Introduction

For the bilingual pupil newly arrived in this country and for his or her family, school often becomes the focal point of their lives. Their initial school experience will never be forgotten. A good, positive experience at this stage can set the child on the right course and provide a strong basis from which they can achieve their full academic potential.

Some EAL pupils join schools and classes with limited or very little knowledge of English. These pupils come from a wide range of backgrounds. They may be the children of families fleeing persecution in other countries. They may be the children of visiting health and education professionals employed to work in our schools, hospitals or universities. They may be the children of EU citizens who have chosen to settle in the UK. Whatever their diverse backgrounds, they share a common and distinctive task which is to 'catch up' with a moving target by learning an additional language whilst simultaneously learning National Curriculum content, skills and concepts.

Teaching EAL pupils is very rewarding as they usually learn very quickly and have great motivation to do well.

This booklet is designed to support teachers and support staff working with pupils at early stages of learning EAL. It provides a mix of information and practical advice.

The Ethnic Minority Achievement Team can provide support in school, staff training, interpreting services and general advice. If you want to know more or have a question or query, Please call us on 01642 201881 or email us at georgina_chinaka@middlesbrough.gov.uk.

- Provide **simplified versions** of text, using clear layout and as many **non-verbal** ways of communicating as possible: **pictures, symbols, graphs, numbers, diagrams, etc**
- Analyse not just lesson **contents** but **language structures** required to communicate and understand that content
- Create tasks which are **academically stimulating** with **simple language structures**
- Always provide a **framework** for written work
- Allow more **time**: for class responses, reading and understanding, writing, homework
- Provide **correct forms** sensitively and methodically: EAL pupils learn fast, and need errors pointing out to them so that they can improve. Pupil **confidence** is more important than **accuracy** in the early stages
- Set **targets** within the **who, what, when, where, how much/many** range initially, gradually moving on to **how** and **why** as understanding increases
- A classroom bilingual dictionary for reference

What the EAL pupil brings

- Prior experience, learning and knowledge
- Another language and culture
- Motivation in huge quantities!
- The ability to learn: their 'special need' is specific and relatively short-term: progress is quick and very satisfying!

Breaking down the Barriers: understanding cultural differences

There is no such thing as a 'typical' new arrival. Each student has a different background and life experience. A student arriving in the UK with their family to take up employment or study staying in settled housing copes differently from a refugee escaping conflict. However, for all EAL pupils, it is necessary to understand their cultural differences in order to better understand the individual.

Potential challenges for a newly arrived pupil

- Feelings of insecurity or trauma due to prior experiences.
- Isolation and lack of friends.
- Separation from one or both parents.
- No previous schooling due to lack of opportunities in the home country.
- Different style or emphasis of education.
- Pupils may feel misunderstood and unvalued if they cannot see any of their culture or language in the classroom/school.
- Experiencing racism in or out of school.



Cultural Differences – a few examples

Due to cultural differences, some pupils may:

- Avoid eye contact with teachers since, in their culture, looking someone directly in the eye may have a meaning other than an acknowledgement of listening.
- Smile even when they are in disagreement with what is being communicated, or when they are being reprimanded, since in their culture, a smile is a gesture of respect.
- Nod their heads to acknowledge that you are talking to them, but this does not mean that they understand you.
- Not want to eat with other pupils, because they are not used to eating with anyone but members of their own family.
- Not answer unless they know they are 'right'. An incorrect answer or guess may mean 'losing face'.
- Be very quiet and co-operative in the classroom. This does not mean they understand or that they do not need help.
- Feel that written work is the most important part of their work and pay little attention to oral work or related learning

Learning the Language: things to remember

There is a considerable evidence that bilingualism can benefit overall intellectual progress where both languages continue to develop and children feel they are adding English to their language repertoire. The first language has an important role in a child's sense of personal identity.

- Let the child be silent if s/he wishes, this is an important learning stage.
- The child knows how to talk, but in another language.
- Language development in the second language parallels that of the first.
- The child will understand more than s/he can say.



- The child will only acquire language if it is spoken and heard and if s/he uses it.
- You and the other English speakers in the class may be the child's only English language models. Place the child in the highest possible ability set.
- Language is best taught in context.
- The teacher must create a need to communicate.
- A silent classroom is not conducive to language development.
- First language should be valued, allow the child to write in their first language when they are learning. Allow the children to speak in their first language, particularly at social times. It is very tiring to have to speak a new language all of the time!

Learning in First Language

If there is a GCSE in the home language of a child learning English as an additional language, it is an excellent idea to enter her/him for the exam within 12 months of arrival.

Some of the benefits are:

- It raises the child's self-confidence
- It gives her/him an appreciation of the nature of the GCSE exam
- It raises the status of speakers of other languages in the eyes of British-born children
- It gives teaching staff an idea of the academic potential of the EAL pupil
- It provides evidence to the school and community of the positive effect of having children from other countries and cultures in school
- It reinforces the child's own language, culture and identity in their own and other people's eyes.

GCSEs available

AQA	Edexcel	OCR
Urdu	Arabic	Dutch
Spanish	Chinese	French
Russian	French	German
Polish	German	Persian
Panjabi	Italian	Portuguese
Mod Hebrew	Japanese	Spanish
Bengali	Greek	Turkish
French	Russian	Gujarati
German	Spanish	
Italian	Bengali	
	Cantonese	
	Mandarin	
	Greek	
	Urdu	

Accessing the curriculum: helps and hindrances



What helps?	What hinders?
<p>A friendly smile Gestures, actions Visuals: pictures, symbols, graphs Numbers Familiar format Individual support Prior learning Prior experience Prior knowledge Familiar context Key words Same script Repetition Time A focus for listening, etc. Listening and speaking time Pair/small group work Limited language targets Structured writing frames Clear layout Motivation</p>	<p>An anxious teacher/TA Being singled out Lack of confidence Lack of background knowledge Lack of support Different script Open-ended questions/tasks Lack of framework Long, unbroken text Tiredness Lack of socialisation</p>

The absolute basics!

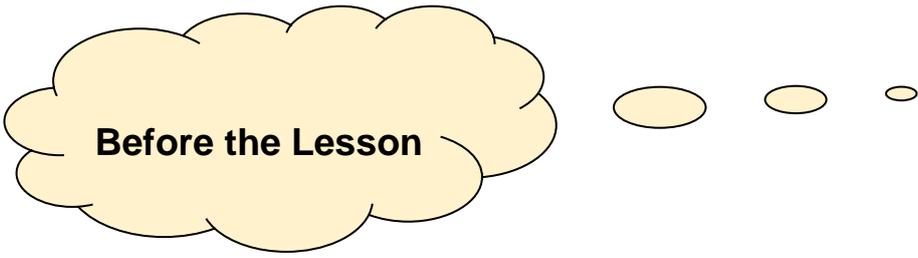
Background

Key words

Structures

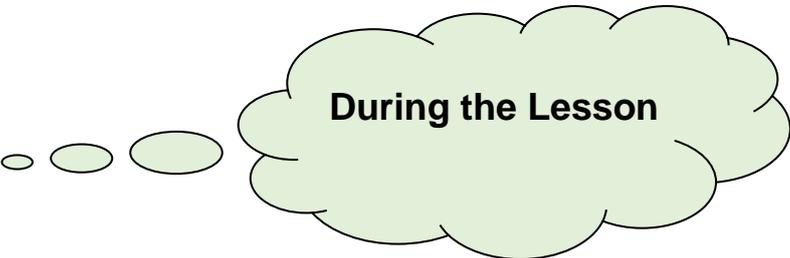
Listening > Speaking > Reading > Writing

Quick suggestions for Teaching and Support Staff



Before the Lesson

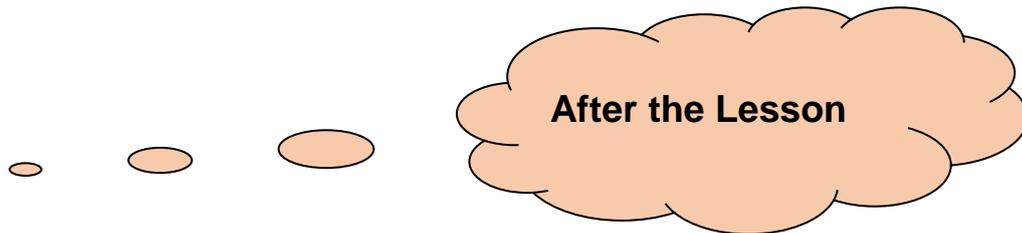
- Prepare in advance. Discuss the aim of the lesson.
- Discuss and highlight key vocabulary, themes or skills to work on.
- With the pupil, preview and explain the specific vocabulary, themes and concepts that are to appear in the lesson.
- Organise specific resources which may be useful or needed – picture reference books, work cards, bilingual dictionaries, etc.
- Allow pupil time for extra discussion about the subject, rehearse key questions and responses. Take into account previous knowledge.
- Help to modify texts where needed with e.g. pictures/diagrams/text arrangement.



During the Lesson

- Make sure the pupil has access to and uses additional useful resources e.g. alphabet charts, word banks, bilingual dictionaries, picture dictionaries, keyword banks etc.
- Sit near the pupil, in a favourable position. Help them to join in by:
 - ✓ Explaining, repeating, re-phrasing
 - ✓ Reinforcing keywords and ideas
 - ✓ Encouraging pupil to practise their English
 - ✓ Encouraging interaction with other pupils
 - ✓ When appropriate – pair/small group discussion
 - ✓ Keeping pupil on task
- Take note of homework and make sure the pupil understands
- Encourage pupil to use first language where appropriate
- Act as a scribe sometimes to record pupil's ideas

- Provide oral model of language use
- Help with the drafting and editing of written work. Using writing 'scaffolds':
 - ✓ Writing frames
 - ✓ Sentence starters
 - ✓ Following a sentence model to provide variations
 - ✓ Providing structure with keywords/phrases
 - ✓ Structures questions allowing answers to be combined as continuous prose
 - ✓ Using charts or pictures to organise thinking
- Helping pupil to access texts with 'DARTS' (Directed Activities Related to Text). This must be interactive and oral:
 - ✓ Sequencing
 - ✓ Prioritising
 - ✓ Matching pictures to text
 - ✓ Matching phrases/keywords to definitions
 - ✓ Filling in gaps in text (Cloze)
 - ✓ True/False statements
 - ✓ Matching sentence halves



- Allow more time for completion of work
- Encourage pupils to add new words to vocabulary word lists
- Spend time talking about new concepts and vocabulary. Ensure understanding.
- Play related games to help reinforce new knowledge
- Review aspects of the lesson, evaluate pupil progress and plan future work.

Simple Strategies for every Classroom

(Source: Gershon, M, <http://mikegershon.com/resources/>)



Buddy Up

If a pupil is learning English as an additional language, you could 'buddy' them with a strong speaker and listener.

This could be part of an induction programme, for specific activities such as group work or extended writing, or as an on-going strategy.

Picture Rules

An EAL students' entry into the classroom could be eased by providing them with the class rules set out in picture form.

Equally, if you have rules displayed in your classroom then supplement them with diagrams/pictures.

If proving successful in individual classrooms, the strategy could be extended to whole school rules.



Dictionary

Provide foreign-language dictionaries in your classroom (if your department can afford them!) and encourage students to use them.

A simple starter could be for the whole class to look-up and translate key words. Native speakers could then teach correct pronunciations to each other (English *and* other languages).

Pre-teach vocabulary



If there is additional support in school, it can be useful to pre-teach key vocabulary. This is particularly true if students are working or reading from textbooks, either individually or as a class. Additional support may also be able to provide extra visual aids, or assist in reading text in advance with students.



Rehearsal

Prime EAL students that you will come to them for answers. Ask them in the interim to orally rehearse these with a (helpful) peer. This technique may be usefully applied to all students.

Model speaking and listening

Model speaking and listening exchanges. This could be done with another adult or with a student.

A particularly powerful way might be if the class sit in a circle and you model with a partner in the middle (like a Goldfish Bowl).

Make the success criteria for successful speaking and listening explicit. Supplement this with posters on the classroom walls reiterating in writing and pictures.



Pre – highlight and First language

Run-off an extra copy of texts or handouts with key-words or passages already highlighted.

Pupils can be encouraged to use their first language where appropriate, particularly if there is a support teacher or students with whom they can talk and then translate.

4 How Courts Are Administered

Although the federal courts carry out their business independently of one another, they are all a part of one federal court system. Efficient administration of the entire system is necessary in order to meet the needs of the people.

Federal Judges

Federal judges are the most visible persons in the daily operation of the federal court system. They are expected to have a high level of legal expertise and a basic understanding of the principles undergirding the Constitution of our country.

SELECTION

The Constitution states in Article II, Section 2 that the President "by and with the advice and consent of the Senate, shall appoint...judges of the Supreme Court." Congress has applied this to the selection of all federal judges serving in constitutional courts.

The President makes judicial nominations only after consultation with many individuals and groups, including the attorney general, the White House staff, advisers, and influential senators. Candidates for federal judgeships are then evaluated by a committee of the American Bar Association and by the Senate Judiciary Committee.

Presidents usually consider at least **three candidates** in determining who will be nominated to a federal judgeship. First, the **political party** to which a judge belongs is usually an important consideration. As a rule, Presidents favor judges from their own party.

Second, Presidents tend to prefer candidates who have judicial philoso-

phies similar to their own. As a result, they typically choose persons who agree with their views on current issues.

A third factor is the **experience** of the individual being considered. Almost all federal judges are, or have been, practicing attorneys who have served as judges at the state or local level. A few have been professors of law.

Considerable time and energy is also spent in examining the **background** of potential nominees. Every effort is made to find persons who are respected by their peers and who have personal integrity and high ethical standards.

In naming judges, Presidents may also follow a practice known as **senatorial courtesy**. When a state has a judicial opening, the President gives the senator or senators of that state the opportunity to approve or veto a potential candidate before his or her name is submitted to the entire Senate.

TERMS

Judges are appointed for life terms, which tend to insulate them from political pressures. Having to stand for election can make people more concerned about the good will of voters than about the constitutionality of laws. Similarly, Congress is forbidden to lower the salaries of jurists so that salary reduction cannot be used as a threat against them. Thus, the judicial branch is the least political of the three branches of government, and judges are generally not as swayed by public opinion as are those in the other two branches.

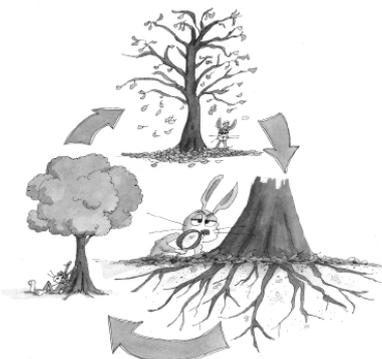
SALARIES

Although Congress cannot lower the salaries of individual judges, it can decide how much judges, as a group, should be paid. Today, the salaries

Diagrams

Simple and effective.

Diagrams put verbal or written propositions another way.



Model Writing



Set a question and then model a written answer. Draw out how construction takes place. Include elements such as –

- Rewriting at sentence level
- Rewriting at word level
- Making meaning precise

This could be developed by providing a written answer and asking students to rewrite, talking through the rationale for what they have done after.

Starting Points

Ensure starters are culturally familiar to all students. This will help engage and motivate EAL learners from the beginning.

Example;

Starting to study Henry VIII: an image of Henry could be replaced with a variety of pictures of kings and leaders. This is subsequently connected to Henry.



Vocabulary and Meaning

Part 1 – Give students a list of key words in English and ask them to translate into their first language using a dictionary.

Part 2 – Give students a table of meanings of (some of) the initial English words. Ask students to complete the table by correctly matching the words to the meanings.



Writing Frames

Provide students with a list of words and phrases appropriate for use in the writing task set.

e.g.

Write a news report on the water cycle

Good evening viewers

Precipitation

In the mountains...

Clouds

The sun shining on the sea...



Useful Websites

www.teachernet.gov.uk/teachingandlearning

www.collaborativelearning.org.uk excellent resources for class use

www.refugeecouncil.org.uk

www.teachingideas.co.uk

www.dgteaz.org.uk set standard letters in 31 languages for home-school communications (e.g. parents evenings, trips, illness).

www.emaonline.org.uk an absolute mine of useful links and resources for classroom and individual use.

www.britkid.org opening children's eyes to the diversity of our culture

www.blss.portsmouth.sch.uk very useful information and multilingual resources

www.ealinhounslow.org.uk key maths vocabulary, story, school phrase books in range of languages

www.icdlbooks.org/library/basic/index.html online library resource for children 3-13 in range of languages

www.islingtonschools.net/p/T&L/EMAS/teachingresources.htm#Biling science and Shakespeare resources in French, Portuguese, Turkish and Spanish

www.webkidsnetwork.com/arabic/hmewka.htm highly visual and interactive Arabic website for younger students. Jokes, cartoons and educational