



Baleares International College
Sant Agusti
an Orbital Education School



EAL workshop

Monday 22nd November 2021

OVERVIEW

EAL programme at school

How to support your child at home



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The Definition of English as an Additional Language

English as an Additional Language (EAL) refers to students whose first language is not English.

EAL provision at Balears International College is closely linked with the school's vision, values and guiding statements, with particular focus on:

- allowing access to high quality, innovative teaching to local and international children;
- learning English language acquisition skills and strategies;
- developing communication skills;
- acquiring and developing English language skills through curriculum focused classes.

Stages of Learning a second language

Preproduction Stage

At the pre-production stage, a student is not yet able to speak the target language. In other words, this stage is often referred to as the silent period. It is called the silent period because a child is not yet able to use what s/he understands.

Although at this stage a learner cannot yet speak. One begins to understand more language slowly. This includes basic words such as "hello, come here". He/she may also be able to say simple words.

What can the child do?	Duration	Teacher / Parent Prompts
<ul style="list-style-type: none">• Has minimal comprehension• Does not verbalize• Nods "Yes" and "No"• Draws and points	0 - 6 meses	<ul style="list-style-type: none">• Show me...• Circle the...• Where is...?• Who has...?

Source: Classroom instruction that works with English language learners / Jane Hill and Kathleen Flynn, Source: Adapted from Krashen and Terrell (1983)

Early Production Stage

Meanwhile, in the early production second language acquisition stage, a child begins to speak using more words and sentences. The student focuses on listening and absorbing the new language. When speaking many language errors may occur.

A learner begins to use short sentences such as "how are you". Additionally, s/he may understand short sentences and be able to answer using single words such as, "fine or good".

What can the child do?	Duration	Teacher / Parent Prompts
<ul style="list-style-type: none">• Produces one- or two-word responses• Has limited comprehension• Participates using keywords and familiar phrases• Uses present-tense verbs	6m - 1 year	<ul style="list-style-type: none">• Yes/no questions• Either/or questions• One- or two-word answers• Lists• Labels

Classroom instruction that works with English language learners / Jane Hill and Kathleen Flynn, Source: Adapted from Krashen and Terrell (1983)

Speech Emergent Stage

At the speech emergence stage, a student has good comprehension. Additionally, a learner can produce simple sentences, use more phrases, and ask questions. Grammatical and pronunciation errors are often made during this stage.

The learner engages in more conversations but is conscious of their language learning process. Interpreting happens for a less period of time because language becomes more fluent. However, jokes and idioms are not always understood.

What can the child do?	Duration	Teacher / Parent Prompts
<ul style="list-style-type: none">• Has good comprehension• Can produce simple sentences• Makes grammar and pronunciation errors• Frequently misunderstands jokes	1 - 3 years	<ul style="list-style-type: none">• Why... ?• How... ?• Explain... • Phrase or short-sentence answers

Source: Classroom instruction that works with English language learners / Jane Hill and Kathleen Flynn, Source: Adapted from Krashen and Terrell (1983)

Intermediate Fluency Stage

During the intermediate fluency stage, a learner communicates and writes using more complex sentences. As a result, a student has excellent comprehension skills. In addition, he/she engages in academic learning more independently.

In this stage, you'll see fewer grammatical and pronunciation errors. Students are much more comfortable using the language. Additionally, less interpreting happens in the brain to communicate and understand.

What can the child do?	Duration	Teacher / Parent Prompts
<ul style="list-style-type: none">• Has excellent comprehension• Makes few grammatical errors	3-5 years	<ul style="list-style-type: none">• What would happen if... ?• Why do you think... ?

Source: Classroom instruction that works with English language learners / Jane Hill and Kathleen Flynn, Source: Adapted from Krashen and Terrell (1983)

Advanced Fluency State

Once a language learner reaches advanced fluency he/she has acquired a near-native level of speech. At this moment, a language learner masters academic language. In addition, language use becomes automatic.

Although grammatical errors are no longer an issue pronunciation errors may occur. These pronunciation errors may occur because of an accent. An **accent may appear** depending on the age that language learning began.

What can the child do?	Duration	Teacher / Parent Prompts
The student has a near-native level of speech.	5-7 years	<ul style="list-style-type: none">• Decide if...• Retell...

Source: Classroom instruction that works with English language learners / Jane Hill and Kathleen Flynn, Source: Adapted from Krashen and Terrell (1983)

Our **EAL programme** seeks to improve the educational outcomes of our students who have English as an Additional Language, by helping them to become confident and fluent in speaking and listening, reading and writing in English.

School aims for EAL Learners

It is the aim of the school that every student with EAL is enabled to:

- access all areas of the curriculum;
- reach their full potential;
- Grow confidence in their languages skills to express themselves confidently in a range of situations;

both spoken and written English;

- rely on the support of adults within the classroom and in small groups when and where they need it;
- have access to a range of resources which will aid their learning;
- promote independence and high academic achievement;

Who needs EAL Support?

Any student whose ability in English is causing significant access problems to the curriculum and whose development is being considerably hindered by low level language skill levels is considered to require EAL support, either inside or outside the classroom. During the first few weeks of joining BIC the class teacher will assess English language skills in the following areas:

Speaking

Reading

Writing

Listening and Understanding

Early Years and KS1 - English skills built up within the classroom with class teacher

KS2 - Extra support given to priority learners - in class support, extra EAL sessions covering phonics/reading/conversation



How do we give EAL support?

Children are immersed in English from the first day.

EAL students will be supported by the class/ subject teacher and Teaching Assistant in the classroom to enable the student to complete tasks with understanding. Additional support in class may be given, either as one to one support or in small groups.

Students who are functioning at one or more levels behind that which could be expected for their age will be given extra support and booster sessions until needed.

Students will not usually be withdrawn from modern languages where they can usually make good progress whatever their language level in English.

Strategies used at school to help EAL learners:

- We recognise the student's mother tongue to boost confidence and self esteem.
- We encourage English speaking in the classroom, leaning on native language when needed
 - language of the children's choice at playtime
 - We encourage students to transfer their knowledge, skills and understanding of one language to another;
- We give more time to students with EAL to process and answer questions both orally and in written format;
- We group students to ensure that EAL students hear good models of English;
 - using collaborative learning techniques; working in partners and groups for different tasks

Strategies used at school to help EAL learners:

- We check understanding of vocabulary - pre teaching technical terms or new vocabulary when needed
 - providing support to extend vocabulary; use of thesaurus, word mats, dual dictionary and google translate
- We ensure that there are effective opportunities for talking, and that talking is used to support writing; if you can say it, you can write it! T4W
- teaching and support staff play a crucial role in modelling uses of language; modelling language back to the student, speaking slowly, gestures, using visuals when teaching, repeating phrases/sentences back
- discussion is provided before, during and after reading and writing activities to check comprehension
- scaffolding is provided for language and learning, e.g. talk frames, writing frames filling in the blanks.
 - Example; I like _____ because _____.
- Buddy system in class - mother tongue speaker and high level English speaker

How Can You Help?

Use your home language!

- Using your home language is very important. Ask your child about their school day, encourage them to talk about their lessons and what they did at lunch time using your home language. Encourage your child to speak, listen, read and write in their home language. Do not feel pressured to use English at home, especially if you are not a confident English speaker, as your child has plenty of opportunities to use English at school.
- If you do want your child to listen to English at home, you could do this through English films and songs
- Shared activities at home like cooking, games, songs and movies will help to develop your child's language and social skills.

Homework Help

Homework support is very helpful. Here are some useful steps:

1. Read the task in English.
2. Talk about the instructions in your home language.
3. Discuss the task and any new vocabulary in your home language.
4. Ask your child to complete the assignment in English.

Switching between languages is good for the brain and shows an understanding of the concepts!

Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

For example, 'oo' in look, 'oo' in zoo

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics is taught in Early Years and KS1. By Year 3, we focus more on spelling grammar.

Priority KS2 EAL learners will have Phonics boosters to fill in any gaps.

There are lots of websites that practise phonics sounds.



Reading



Reading is significant for language development and wider literacy skills.

Ensure you have a daily reading routine. Children need something to look forward to each evening, and it should be the enjoyment of reading with you.

As you read together, ask your child questions about the story (What has happened? What will happen next? Which characters do you like, and why?) This can be in your preferred language.

Make sure you have plenty of first language books, magazines etc. around the house.

Invite your child to write a book review after finishing. They can include: title, characters, beginning, middle, end, new vocabulary, what they liked / didn't like about the story or characters.

Younger children could draw a picture of the book you have just read.

Use Bug Club to read online English books, including the 'Read to me' option.

Playdates!



Playdates with other children can help develop your child's social English, especially if their playmate is of a different nationality. Speak to other parents, and organise play dates regularly!

After school activities

After-school clubs are a great way to develop their English in an authentic environment.



English at home

Tips to support your child at home – 5 key tips

EAL learning doesn't stop outside the classroom. There are multiple ways in which you can help your child at home.

Using post-it notes, label items around the house in English. Encourage students to use the words within the home.

Support your child in reading any English source for 15 minutes a day - reading can be a website, newspaper, or a novel to slowly work through with your child.

Encourage your child to listen to music in English. Students can then search for the lyrics to learn to sing the song.

Watch quality English programmes relating to their studies. For example, students can watch the movie version of 'A Christmas Carol' to support their understanding of the written text.

Encourage your child to create a diary. They could write about simple things like the weather, what they had to eat, what their plans will be for the upcoming week.

Youtube recommendations:

Alphablocks

<https://www.youtube.com/c/officialalphablocks>

Numberjacks

<https://www.youtube.com/c/NumberjacksTV>

Also available on Spotify and Apple Music

Letters and Sounds Home and School

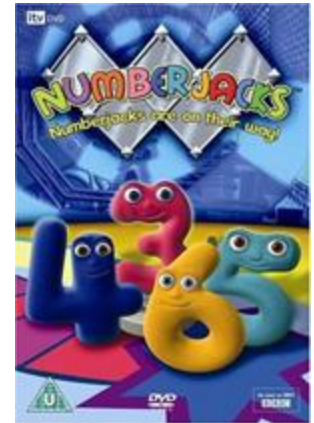
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw

Sci Show Kids - Speed setting

<https://www.youtube.com/user/scishowkids>

Kidz Bop - Child friendly English Music!

<https://www.youtube.com/c/kidzbop>



Website recommendations:

<https://www.literacyplanet.com/>

Used by class teachers to assign activities at home. Activities include phonics, grammar and reading comprehension. Use this to input weekly spellings. Accessible for all ages.

<https://www.activelearnprimary.co.uk/>

Class teacher assigns books appropriate for your child (EYFS to Lower Key Stage 2)

Use read to me mode

www.phonicsplay.co.uk - Phonics play

www.letters-and-sounds.com/phase-2-games.html - Letters and Sounds

www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds - Top marks

www.twinkl.co.uk - Twinkl have lots of EAL resources, some are free

<https://learnenglish.britishcouncil.org/>

<https://www.english-zone.com/>

<http://www.english-daily.com/>

<http://www.bbc.co.uk/worldservice/learningenglish>

<http://www.ealgamesplus.com>

