School approaches to the education of EAL students

Language development, social integration and achievement

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The recommendations for policy/practice are divided into the following themes:

1. Educational Achievement
2. Social Integration
3. Promoting Language Development
4. Knowledge, Assessment and Communication
5. Improving School Practice
Improving Educational Achievement

- Developing statistical categories with sub-dimensions
- Ensuring monitoring of EAL students’ progression noting variations in EAL students’ achievements in their subject/classes.
- Evaluating different pedagogic strategies that best support EAL students in terms of use of L1, bilingual classrooms, resources, task setting and support systems in classrooms.
- Promoting detailed experimental research on teaching and learning strategies testing likely effectiveness.
- Raising EAL students’ confidence, to enjoy the full range of subject knowledge, academic and social opportunities.
Improving Social Integration

- **School approaches to integration**
  - Developing concept of social integration
  - Promoting social integration in all year groups/key stages

- **Peer group relations**
  - Being aware of negative interactions between EAL/non EAL and within groups especially in relation to language use.
  - Ensuring school policies on bullying and harassment address conflicts.

- **Developing a multilingual school**
Promoting language development

- **School approaches to multilingual practices**
  - Language for all strategy
  - Importance of English language development

- **Language policy**
  - School wide language policy on use of home languages

- **Language pedagogy**
  - Illustrative case studies of EAL learners’ trajectories
  - Continued language support
Knowledge, Assessment and Communication

➢ Knowledge

• Gathering more detailed knowledge about individual students at admission.
• Improving teachers’ general knowledge about countries of origin

➢ Assessment

• A strong systematic assessment system to differentiate linguistic and cognitive abilities in the first 6 months with effective monitoring, and reclassifying.

➢ Communication

• Clear structure of school communication regarding EAL-related information, including knowledge about the language and schooling in countries of origin.
Improving School Practice

- Identification of successful pedagogic practices in EAL teaching and learning
- Assessment and tracking of individuals’ progress from initial assessment on admission, at regular stages in succeeding years and examination performance.
- Identification of particular linguistic and cultural challenges that different school subjects pose for newly arrived EAL students.
- Uncovering the experiences of the EAL child in terms of continuity of support
- Analysis of the engagement patterns of parents of EAL students and positive promotion of their engagement.
A holistic approach to EAL support in schools

- **Information**: family background, prior educational history and records, progress monitoring, comparison EAL and non-levels of achievement.

- **Co-ordination** in terms of EAL policy, planning, organisation and allocation of resources and budget, teacher training and professional development programmes

- **Support in all areas**: social integration, achievement, mentoring taking social disadvantage into account

- **Communication in school** between management and teachers, school and parents, teachers and pupils, specialist and general teachers.
6 Policy Challenges – for discussion

1. English as an Additional Language (EAL) learners are the most rapidly growing section of the student population in UK schools
2. Making the most of EAL students’ academic performance
3. Providing appropriate educational records
4. Improving English language education in the UK
5. Integrating EAL students into school and the local community
6. Establishing an appropriately qualified EAL teaching force
With thanks,

EALead  Research Team and the Bell Foundation.