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School approaches to the education of EAL students

Language development, social integration and achievement

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This report describes a 12-month research project conducted by a research team jointly led by members of the Faculty of Education, University of Cambridge and the Faculty of Health, Social Care and Education at Anglia Ruskin, Cambridge. The project was commissioned by The Bell Foundation as part of their new programme on children with English as an Additional Language. The views expressed in the summary report are those of the research team alone and do not necessarily reflect the policies of The Bell Foundation as the funder of the project.

Our research aimed to extend the understanding of the pedagogic and social issues relating to language development, social integration and educational achievement of school-aged learners who are officially identified as children whose first language is other than English. They are officially known as English as an Additional Language (EAL) students. Our project investigated the contribution that primary and secondary schools make to three key elements, defined in the following ways:

Educational achievement refers to the child's academic progress through their school career. This is measured by classroom participation, achievements in curriculum tests, examinations and project work. The project drew on available local authority data and schools were asked to provide relevant data and comment on the success of EAL students' achievement.

Language development refers to the development of the students' mastery of English *per se* and as a mediating tool for the learning of subject matter. Schools use a variety of tools and approaches to measuring and recording progress in the students' acquisition of English. Our framework also includes consideration of the role of the students' home language(s) as part of the process of language development.

School integration is defined as the academic and social participation in all school activities whether in the classroom, playground or sports fields, in assemblies, school events such as plays, outings etc. Levels of participation affect the children's sense of belonging and identity, their ability to make friends with their peers and their ability to work within the cultures, ethos and discipline of the school. Our definition of social integration also emphasises collaboration and cohesion, as against exclusion, marginalisation, fragmentation, and polarisation.

We set out to discover how schools conceptualise and address the linguistic, academic and social needs of these students. Our research design ensured that we elicited the views of senior management, teachers, children and parents. The project was exploratory as we were unsure what we might discover when we went below the surface of EAL children's education and the culture of schools. Overall, the team interviewed twelve EAL children, seven non-EAL children, eight teachers, and seven members of the Senior Management Team and specialist staff (the two Headteachers as well as Deputy Heads, EAL co-ordinators, and EAL Lead Teachers), three Parent Governors and parents as well as three local authority EAL advisors. The next stage of the project will explore in more depth issues to do with initial and continuous assessment of learning, parental engagement and support, and the use of English language development in improving social integration and educational achievement.

The children who are defined as EAL learners are those whose first language is other than English who are living and attending school in England. Although EAL children are categorised and included in local authority and DfE national school statistics of education, this group of pupils is characterised by the diversity associated with their language backgrounds, skills, their knowledge of different school subjects, their home cultures and their motivations.

The project revealed as much about what the school system does not know about EAL pupils as what schools do know and provide for. The range of findings also suggest that there is no 'silver bullet' in terms of improving the achievement of a diverse group of EAL students who come from a range of different socio-economic backgrounds, from different educational systems and who need support to be able to succeed in different school and subject cultures.

Research aims

This report describes the research aims for the first stage of a three-year research programme. In this first stage, the aims were:

(a) to identify the contributions that primary and secondary schools make to addressing the language development, social integration and academic achievement of EAL students.

(b) to understand school practice regarding the social integration, language development and educational achievement of EAL students in primary and secondary schools from the perspective of school management, teachers, children and parents and thus, highlighting the potential of such practice to address the diversity of school populations in a constructive way.

The research design involved a review of relevant research, interviews with three local authority EAL advisors and two case studies of a state funded primary and a secondary school. The team interviewed twelve EAL children, seven non-EAL children, eight teachers, and seven members of the Senior Management Team and specialist staff (the two Headteachers as well as Deputy Heads, EAL coordinators, and EAL Lead Teachers) and three Parent Governors and parents.

The findings of two case study schools were contextualised in the wider context of empirical research conducted into EAL support and provision in primary and secondary schools in the East of England. The case studies took place in a state funded primary school within an urban setting and a state funded comprehensive secondary school in a semi-rural area. The research was, therefore, set in a geographical context with far less experience of linguistic and cultural diversity than inner-city areas such as London, Birmingham or Manchester. Our case studies focused mainly on EAL pupils from the new Eastern European countries which joined the EU in 2004 and especially pupils from Latvia, Lithuania and Poland (although other national groups are also mentioned). The research identified the pedagogic and academic support provided to help EAL children within these two school settings.

I would like to learn English because I am in England now and the English language will help me.

(BULGARIAN PRIMARY SCHOOL PUPIL)

1. Promoting language development

1.1 The two case study schools were multilingual in the sense that a wide range of languages were represented in the school community and teachers used a variety of different multilingual practices. Teachers and EAL staff (e.g. EAL coordinators, bilingual teaching assistants; EAL lead teachers) used a variety of strategies to enhance the language development of EAL students.

1.2 No specific written language policy in the schools appeared to be available regarding the use of languages with which to guide teachers or even assess the effectiveness of such strategies.

1.3 There was a clear difference between the primary and the secondary school in terms of literacy strategies:

- **In the primary school, EAL students' general literacy and learning skills were developed by encouraging them to start speaking English quickly so that they might mix quickly with other students. Some children though were encouraged to write in their home language in order to encourage literacy.**

- **In the secondary school, the promotion of EAL students' learning was more targeted on subject teaching and a specific learning target.**

1.4 Both primary and secondary teachers employed a similar range of classroom strategies such as translation, peer support and making reference to home languages:

- **The use of home languages (L1) in both schools seemed to be associated more with making the students feel welcome and included (for example, in the taking of the register, greetings and social events) rather than in relation to an explicit pedagogic focus.**

- **There did not seem to be a consensus amongst teachers about the actual or potential value and role of L1 in the classroom.**

1.5 Different stakeholders involved (i.e. EAL students, non-EAL students, EAL children's parents, teachers, EAL coordinators and senior management staff) have different and often contradictory views about what helps English language development. Teachers veered between two approaches:

(a) **A perception that only English should be spoken in the classroom.**

(b) **The idea that a multilingual classroom is not only beneficial to EAL students but also to non-EAL students.**

1.6 The primary and secondary schools used the 'immersion strategy' or 'mainstreaming approach' placing all new EAL arrivals (irrespective of their English language skills) in mainstream classes as well as providing extra English tuition in withdrawal groups. However, several teachers took the view that students should only enter the mainstream classroom after attaining a suitable level of competence in English following intensive language training. The effect that such decisions have on social integration and educational achievement requires comparison with other schools which adopt a different practice.

We need to guide staff.. we're trying to draw up some [language policy] guidelines about 'how much translation is too much?'

(SECONDARY SCHOOL PASTORAL CARE TEACHER)

Recommendations

The following elements appear from our study and our reading of relevant research to be important for improving EAL children's proficiency in English and its use in schools. These elements include:

School approaches to multilingual practices

- an acknowledgement of the existence of different languages both inside and outside the classroom by developing a whole-school 'language for all' strategy. This would increase general awareness of the importance of languages in relation to inclusion and diversity. Such a strategy could be developed in consultation with students, teachers, parents, local authorities and other relevant parties.

- emphasising the importance of English language development for access to learning and pedagogical content as well as communication, but also acknowledging that multilingual practices are valued.

Language policy

- developing a school-wide language policy in relation to the use of different languages in the school, and the development of appropriate approaches to the use of home languages in the school and classroom. The policy would need to be developed in consultation with students, teachers, parents, local authorities and other relevant parties. The purpose would be to provide transparent information about the linguistic needs of EAL and non-EAL students.

Language pedagogy

- providing illustrative case profiles that reflect the different learning trajectories of EAL learners in terms of social integration, language development and educational achievement. These case profiles can provide three types of information: a visual representation of the trajectory, a narrative of the student's experience and a case-specific video for teacher training.

- defining a staged-approach to English language support which should align with different learning trajectories of EAL learners. The initial support within the first six months needs to be continued in order to take the English skills of EAL students to an advanced (academic) level.

2. Social integration

2.1 Senior managers went out of their way to highlight the beneficial impact of multilingual and multicultural school cultures for their pupils, and displayed a strong awareness of the range of strategies required to meet these goals. However, social integration seemed to be more clearly conceptualised in the primary school context whilst in the secondary school, interviews with senior management, teachers and EAL leaders reflected more fragmented and diverse understandings.

2.2 The differences between the strategies for social integration at the primary and secondary school can be explained by the different structures of primary and secondary school (e.g. one primary classroom and one teacher versus several secondary classrooms and several teachers). The secondary school had a larger number of EAL students and was situated in a wider semi-urban community in which anti-immigration views were present. This made the integrative task that much harder.

- **The primary school had effective strategies which helped newly arrived EAL children integrate in school. In addition to support from specialised staff and teachers, peers came across as playing a central role in facilitating integration for newly arrived EAL children. However, it was less clear how social integration was monitored and supported after the initial period of settling in. In addition, the concept of social integration was restricted to the school and did not necessarily carry over to the wider community, and children often did not meet outside school.**

- **In contrast, although there was evidence of a commitment to integrate EAL students into the secondary school, the curriculum and its student culture, this commitment was not always conceptualized in a systematic way across different members of staff and teachers. There was evidence that friendships were developed amongst EAL and non-EAL students. However, there were also indications that conflict could, on occasion, be found amongst and between these groups.**

2.3 A deeper understanding of social integration and potential conflict in school requires ethnographic studies of the various communities which a school serves, listening to parents, community leaders, and local professionals.

2.4 There are difficult questions about the use and role of other languages in schools: in some cases not speaking English was construed as creating the isolation of EAL students; in other cases the use of L1 encouraged students from the same community to support newly arrived EAL students, promoting peer group interaction and social integration.

2.5 Teachers debate whether children should be grouped by linguistic background or not in the classroom. The link between language use, social inclusion and educational achievement demands further research. More research is also required to assess whether EAL students are likely to integrate more successfully when they are high or average achievers.

> We aim to be a fully inclusive school for all our children to be safe, happy, achieving their potential, and [...] to offer a curriculum that embraces the diversity of this community and the world.
>
> (PRIMARY SCHOOL HEADTEACHER)

> [It's] a bit hard because your friends are speaking but you can't get in the conversation because you don't know [English].
>
> (BULGARIAN PRIMARY SCHOOL PUPIL)

Recommendations

The elements that would improve social integration derived from our study and reading of research include:

School approach to integration

- developing clearer understandings about what constitutes social integration in this context and what role the school should play in the classroom, playground and in relation to out-of-school youth cultures.

- building on the positive impact of strategies for the social integration of EAL children in school, especially after the initial encounters with newly arrived EAL students. The responsibility for supporting social integration needs to be embedded in all year groups and key stages.

Peer group relations

- being aware of possible negative aspects of social interactions between EAL students and non-EAL students and taking a strong ethical/disciplinary line in relation to xenophobic incidents and situations where EAL students are isolated within the school.

- ensuring that school policies on bullying and harassment address conflicts between EAL and non-EAL students as well as within these two groups.

- addressing linguistic/social tensions associated with EAL student friendship groups speaking their home language and thus excluding non-EAL students.

Developing the multilingual school

- developing the multilingual profile of the school involves schools validating the bilingualism of EAL students (and where appropriate multilingualism), encouraging reference to home languages within the context of learning, social ethos and values of the school.

- being aware of the implications for all students of the composition of different classes and tutorial groups by focusing on the ratio of EAL/non-EAL students and the dangers of clustering EAL students in lower sets or with SEN students.

- achieving clarity on the strategies required to help social integration and in relation to this, the attitudes towards EAL students' use of L1 in school.

- strengthening the links between school and parents and encouraging links between parents is essential for the purpose of encouraging social integration in the local community and between EAL and non-EAL young people. EAL students' parents need to be given the opportunity and support to play an active role in the education of their children. This requires effort on the part of the school to help them integrate into the school community. The possibility of running induction courses for all family members is one such suggestion.

- reconsidering the terminology used regarding EAL learners by researching the effectiveness of this category as an educational instrument and a means of ensuring social integration without incurring social stigmatisation.

3. Educational achievement

3.1   There are shortcomings in exploring the impact of language development and social integration on educational achievement because of the absence of appropriate and sufficient pupil achievement data. There is a clear need to improve data collection on EAL students in terms of their academic achievement and its association with levels of English proficiency, length of stay in UK schools, national origin and prior academic achievement.

- **The primary school collected monitoring data regarding the progress of EAL and non-EAL students throughout the school years and the EAL coordinator monitored individual students' progression. However the data gathered did not distinguish between disadvantaged (i.e. on free school meals[1]) and non-disadvantaged EAL students. The lack of this information masks the differential social class status of EAL families and leaves the impression that those without developed English language skills are a homogenous group.**

- **Primary school staff stated that EAL children who arrived in the early years of primary school achieved as well as their non-EAL counterparts by the end of Key Stage 2; although there was no data available to support this assumption. The school data for 2012/13 showed that non-EAL pupils had performed considerably better at the end of KS2 than EAL pupils. The data also highlighted that there were pockets of EAL achievement in Year 3 and Year 4 which outstripped the achievement of the overall cohort. These data reflect the diverse backgrounds and teaching contexts experienced by EAL students and indicates that generalised comments about EAL students and achievement fail to address the variety and complexity of the issue.**

3.2   The secondary school's senior management and teaching staff suggested that some newly arrived EAL students progressed very well. School staff assumed that EAL students who had entered the lower classes in primary school had caught up with their non-EAL counterparts by the time they left for secondary school. However, although EAL students' English might have developed to a reasonable level for everyday communication, secondary teachers found that EAL pupils were unlikely to reach an appropriate level for GCSEs, especially if they arrived at the school only in their mid-teens. They were also confident enough to select humanities subjects for their GCSEs. GCSE 2012/13 data showed that EAL students were also considerably less likely than their non-EAL counterparts to take and obtain GCSEs in English but also in Mathematics.

3.3   Academic research on this topic suggests a range of pedagogic strategies that best support EAL students in terms of the use of L1 in the classroom, bilingual classrooms, and different ways of improving English language development through resources, task setting, and support systems in the classroom.

❛some of my best friends are English and I'm actually better at English than them.❜

(LATVIAN SECONDARY SCHOOL STUDENT)

❛Their curriculum English isn't developed so they underachieve in terms of exam results.❜

(LOCAL AUTHORITY EAL MANAGER)

1   There is general acknowledgment that free school meals might be a limited indicator for economic disadvantage as some families might not apply and it might not capture that families might drift in and out of economic disadvantage. See http://cee.lse.ac.uk/ceedps/ceedp84.pdf

Recommendations

Our study and related research as outlined in the full report[2] suggests that there are various ways in which the educational achievement of EAL students can be improved. These rely upon more focused data collection on the particular patterns of EAL students' achievement and to provide information at school level about EAL students' academic progression. Such data collection would:

- develop statistical categories which identify sub-dimensions such as arrival time in England, previous types of learning environments and practices in the home country, social class indicators such as free school meals and gender.

- ensure monitoring of EAL students' progression so that all teachers are aware of the variations of EAL students' achievements in their subject/classes. Such monitoring would need to be sufficiently detailed to take account of educational and social variables so that some explanatory models might be offered for differential patterns of achievement between EAL and non-EAL students and within the EAL category.

- evaluate the range of pedagogic strategies that best support EAL students in terms of the use of L1 in the classroom, bilingual classrooms, the use of resources, task setting and support systems in the classroom.

- promote detailed experimental research on such proposed teaching and learning strategies which would inform teachers of the likely effectiveness of particular interventions.

- raise EAL students' confidence, particularly at secondary level so that they can enjoy the full range of subject knowledge and of academic and social opportunities in school. More research is needed to discover how to sustain EAL students' confidence as learners and to consider whether other strategies are needed to ensure that such students are given opportunities to excel.

2   'School Approaches to the Education of EAL
    Students', see www.bell-foundation.org.uk

4. Knowledge, assessment and communication

4.1 Knowledge about EAL students' backgrounds, and adequate communication structures between the school and EAL students and their parents are important factors in the triangular relationship between language development, social integration and education achievement.

4.2 Although teaching staff knew about the linguistic background of the EAL students, knowledge about other relevant aspects of the students' educational backgrounds and abilities and skills seemed to be scarce. Schools had only a little formal information about EAL students' prior attainment before coming to England. Knowledge regarding the socio-economic background of such students' families prior to coming to England seemed to be unavailable to the school which they were attending.

4.3 The initial assessment of EAL students was made difficult by the lack of English spoken by parents, the lack of school records, the problem of testing in English, and the reluctance of parents and students to discuss the prior educational experiences and attainment of the latter.

4.4 Our interviews revealed that schools did not have a formal system of gathering relevant educational and social background knowledge about EAL students and their families nor of disseminating the knowledge they had amongst staff in the school. Some migrant families experience down-skilling when arriving in England and teachers can make wrong assumptions about the educational backgrounds of families when they hear about the family members' employment in England. For example, they may consider the EAL families to be unemployed and disadvantaged when in many cases they are employed and have considerable educational skills[3].

4.5 The primary school developed a range of initiatives to facilitate and improve formal communication with EAL students and their families. For example:

- Bilingual teaching assistants;
- Google Translate particularly useful for letters sent to EAL students' homes;
- Parent mail and parent groups;
- 'Buddying' initiatives for new EAL arrivals and parents at the primary school;
- Young interpreters' programmes for non-EAL students.

These initiatives were useful in engaging EAL students who were newly arrived and had low levels of English.

⬥Parental engagement is a big issue, partly because we have a number of families from Eastern Europe [...] Contacting parents, getting them to engage, getting them to come into school and not seeing school as something to be frightened of. ⬥

(LOCAL AUTHORITY EAL ADVISOR)

⬥Generally speaking they [EAL students] come with very little, apart from the information the parents will provide for you. ⬥

(SECONDARY SCHOOL PASTORAL CARE TEACHER)

3   Schneider, C., & Holman, D. (2011). Longitudinal Study of Migrant Workers in the East of England 2008-2010, Final Report, East of England Development Agency (EEDA).

4.6   Communication with the parents of EAL students seemed stronger in the primary school than in the secondary school.

- The primary school had targeted EAL parents through, for example, ParentMail, parent buddying, parent groups etc. The relative newness of these strategies meant that their effects on parents' engagement could not be identified.

- The secondary school's communication with EAL students' parents was fragmented. The interviews with teachers highlighted that messages to parents via the bilingual teaching assistant were often negative (e.g. relating to attendance and behaviour issues) rather than also emphasising positive and encouraging messages.

Recommendations

There is a need to create more effective partnerships with parents of EAL students, more transfer of knowledge about families, their motivations and aspirations, levels of support and their concerns for their children's education if stereotyping is not to restrict the schools' view of such families. Strategies could include:

Knowledge

- gathering more detailed knowledge about individual students at admission. This could involve using a questionnaire (translated into different languages of the countries of origin) with parents during the admission procedure; gathering information about country of origin, pupils' achievement prior to coming to the school and/or England and; parents' employment and educational backgrounds in country of origin and in England. The availability of information regarding EAL pupils' backgrounds would prevent false assumptions being made about pupils' backgrounds and enhance communication between teachers, senior management staff, EAL pupils and their parents.

- improving teachers' general knowledge about countries of origin (e.g. geographical, economic, social, educational, key words) through teacher education and specialist local courses relevant to the school community. This could be provided through websites as well as through EAL community based events. Such information could be put on the school website to be accessed by school staff, EAL and non-EAL pupils and their parents.

Assessment

- a strong systematic assessment system (including an appropriate English proficiency test) should be built into the school curriculum, which aims to differentiate the linguistic and cognitive abilities of newly arrived EAL learners, particularly in the first six months. Research is needed to consider how far the mother tongue should be used in such a system.

- careful consideration of how EAL learners are assessed, classified and located within school groupings, classes and sets such that they are not assumed to be 'learning disabled' given their lack of English proficiency.

- distinguishing through appropriate formative and summative assessment[4] between different groups of EAL learners and individual learners ensuring that both grammar based and cross curriculum views of English are taken into account. This involves monitoring EAL learners' acquisition of cognitive academic language proficiency (CALP) that is appropriate for different school subjects.

- ensuring that there is an adequate system of monitoring, tracking and, if necessary, 'reclassifying' EAL learners as they progress through their schooling.

Communication

- developing a clear structure (e.g. flow chart) outlining school communication structures regarding EAL which can be disseminated to teachers, EAL pupils, EAL children's parents and senior management.

- establishing efficient ways of communicating positive and negative messages to EAL (and non-EAL) parents. Some basic messages (positive and negative) could be translated for teachers so that templates in different languages are easily available to them to communicate with parents.

- developing a formal and systematic communication strategy in the classroom and school about countries of origin of school students (e.g. country-specific assemblies or a portfolio project in geography). This would improve communication about EAL students' countries of origin within the school.

- enhancing the communication between EAL and non-EAL students' parents to increase the engagement of EAL students' parents and to improve relations between EAL and non-EAL pupils. There is a key role to be played by school governors, particularly parent governors, and community groups/centres. Such communication could help diffuse potential stereotyping and social conflict between EAL and non-EAL communities within and outside the school community.

- making ESOL classes available for EAL students' parents helps to improve parents' language development and social integration and can potentially lead to more effective support strategies with regard to their children's learning and achievement.

4 Formative assessment usually refers to a range of classroom assessment procedures which aim to monitor students' learning progress. It can provide on-going feedback for teachers to improve their teaching and for students to improve their learning. Formative assessment is often contrasted with summative assessment which aims to evaluate students' learning attainment at a particular time point with reference to standardized benchmarks for intended learning outcomes.

5. Recommendation for improving school practice

Our overall recommendations relate to the development of: research on EAL students' school education; a systematic holistic approach to EAL support in schools; and, teacher education and development.

5.1 There is a need to debate whether or not the label of EAL is useful not least because it does not necessarily correspond to levels of attainment in different subjects. The level of fluency in English is relevant to educational achievement but so potentially is gender, attendance patterns at school in the country of origin, time spent in the UK, parental education and literacy. The collection of more detailed sophisticated data on the educational patterns in the UK of children with no or only little familiarity with English may encourage more questioning of this category.

5.2 Closing achievement gaps between EAL and non-EAL students is difficult not least since patterns might change each year and across subjects. There is a need to define what represents an achievement gap in this area and what represents substantial achievement for those students who arrive in the UK without English language proficiency.

Developing research on EAL students' school education

5.3 More investigation is required to understand how to improve the educational achievement and social integration through improved language development; therefore, reducing the social and academic disadvantage of EAL students. The link between language, social and academic factors influencing EAL pupils' achievement needs sustained research supported by the professional expertise available through EAL specialist teachers and services, language educators, and schools.

5.4 The type of information required includes, for example, strong data on the achievement and social background of EAL students in comparison with non-EAL students. Secondly, communication systems and the use of translators for research purposes are key especially in terms of gaining access to EAL children and to their parents. Access to parents through the school is heavily dependent on the school having already established strong relationships with them. The support of local authority networks and community projects would greatly assist research endeavours.

❛ I don't think it's always beneficial to be labeling [children as] EAL. You want to be integrating them into a group [...] it doesn't do anything for social cohesion. ❜

(SECONDARY SCHOOL FRENCH TEACHER)

❛ It is definitely the case that some groups of EAL students [...] they want to thrive and they are doing well. They are hungry for success and their progress is outstripping [that of others]. ❜
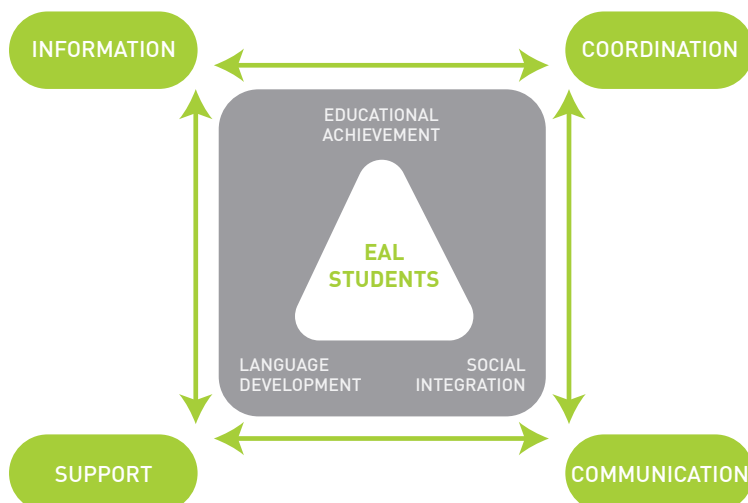
(SECONDARY SCHOOL HEADTEACHER)

Recommendations

In addition to the research themes identified earlier, major research programmes could usefully be shaped by the following aims:

- the identification of successful pedagogic practices in EAL teaching and learning particularly in the demographically changing areas of the UK. Large-scale longitudinal mixed methods studies would be beneficial; also recommended are experimental and quasi-experimental interventions and evaluative studies in different local and school contexts.

- the assessment and tracking of individuals' progress from initial assessment on admission, at regular stages in succeeding years and at performance in examinations.

- the identification of the particular linguistic and cultural challenges that different school subjects (e.g. history, science, mathematics) pose for newly arrived EAL students learning these subjects in English. This pedagogical knowledge could be developed centrally through the work of language education researchers and subject associations, and locally through practitioner research strategies in which teachers and schools build their own understandings of the subject-related academic needs of their EAL children.

- uncovering the experiences of those seen as the 'foreigner' child and possible tensions in terms of resourcing for EAL needs and continuity of support.

- the analysis of the engagement patterns (regarding participation in school events and homework) of parents of EAL students and the identification of strategies which have a positive effect on parental engagement. This can be coupled usefully with an exploration of how stronger communications with the EAL students' parent community can be achieved and how support of local authority networks and community projects could be used to assist in such research endeavours. This also needs to be linked to research on the impact of parental engagement generally.

A holistic approach to EAL support in schools

5.5 The initial exploration of the relationship between language development, social integration and educational achievement has exposed the need for schools to take account of these three important dimensions when addressing the needs of EAL students. They focus attention on the need to develop a more holistic and integrated approach whether at primary or secondary level.

5.6 Our research suggests that the following elements are central to this approach:

- **The establishment of good practice across the school in relation to management, classroom pedagogic and learning strategies and whole school ethos.**

- **The monitoring and evaluation of good practice and continuous assessment of the effectiveness of such practice.**

- **The successful integration of the school into the EAL parent community with the possibility of drawing on this community to help in educating the EAL child.**

5.7 A holistic approach to a school's provision of support for its EAL students involves four different aspects all of which, if in place, would assist in supporting the above goals:

a **Information** (on family background, prior educational history and records, progress monitoring and comparison between EAL and non-EAL levels of achievement);

b **Coordination** (in terms of EAL policy, planning, organisation and allocation of resources and budget, teacher training and professional development programmes);

c **Support** (in all areas: social integration, achievement, monitoring, taking social disadvantage into account); and,

d **Communication** (in school between management and teachers, between school and parents, teacher and pupils, specialist and general teachers).

Teacher training and professional development

5.8. It is essential that initial and continuing professional development of teachers prepares them for teaching in multilingual schools.

5.9 A number of recommendations have been made about how best to achieve this goal. Without focused training of quality, there is a danger of increasing the social and academic disadvantage of EAL learners in school. In order to address such issues, both initial teacher education and continuing professional development courses, need to focus on a repertoire of strategies to develop the academic skills of a bilingual learner. Teacher training programmes and training for teaching assistants need to consider how to address the different ways of improving EAL students' learning in different subjects.

Our recommendation is that the four aspects described in the model opposite are used to inform the different modes of such teacher education programmes. Teacher research in this area would be invaluable, in partnership with teacher education providers and educational researchers.

Conclusions

Overall, the project has started to identify potential links between language development, social integration and educational achievement. However, more data needs to be collected to make stronger assertions about the interrelationship between the three dimensions. The next two years of the project (2014-15) intend to collect wider quantitative and qualitative data to follow up these potential links and recommendations outlined above.

We do have teaching assistants who aren't familiar with all of the EAL [strategies], you do need the guidance. It's very important that you have guidance from somebody who knows what they are doing.

(PRIMARY SCHOOL EAL COORDINATOR)