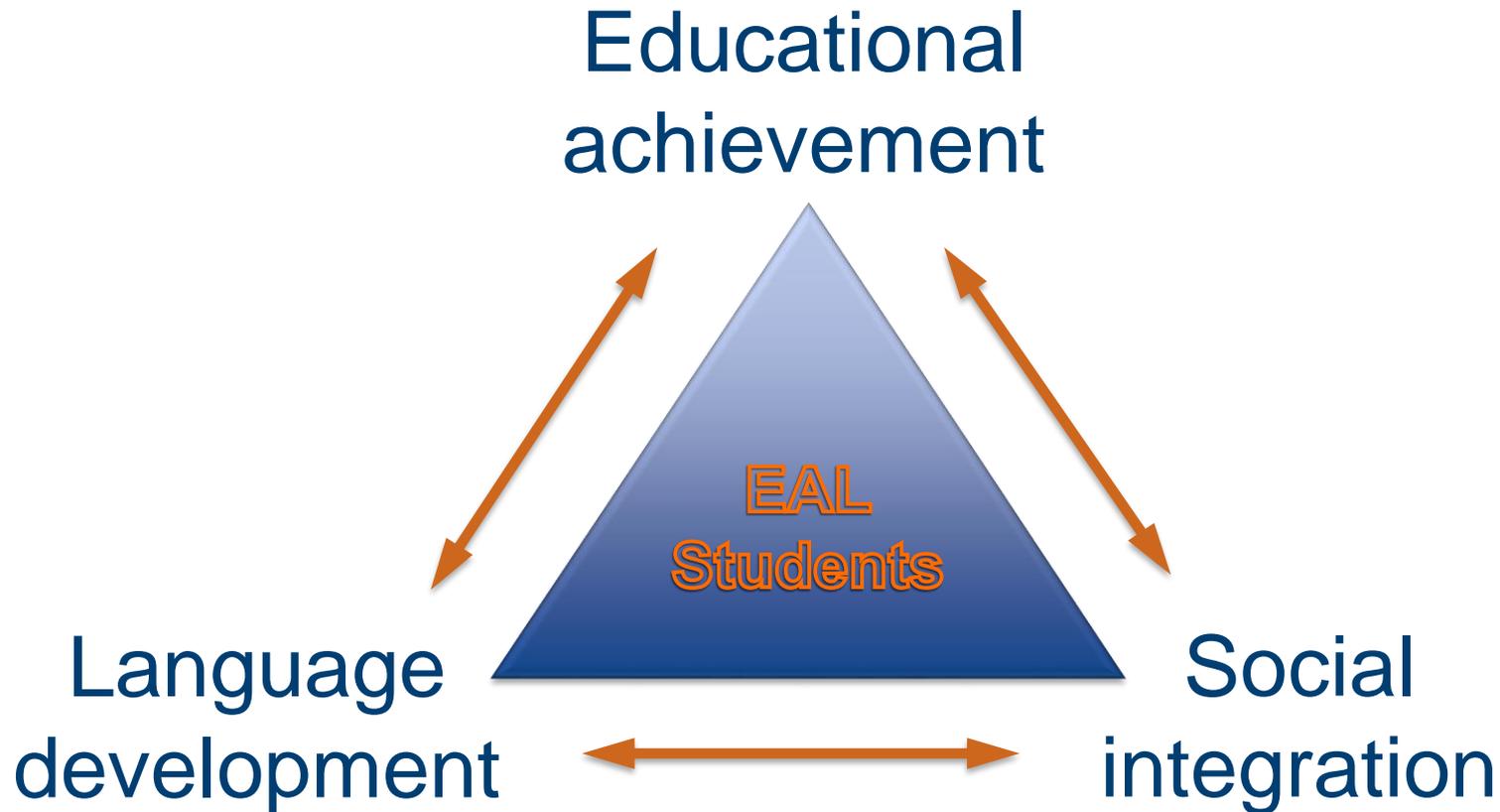# School approaches to the education of EAL students

Language development, social integration and achievement

REPORT AUTHORS

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Conceptual Framework

Research Recommendations

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**

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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.
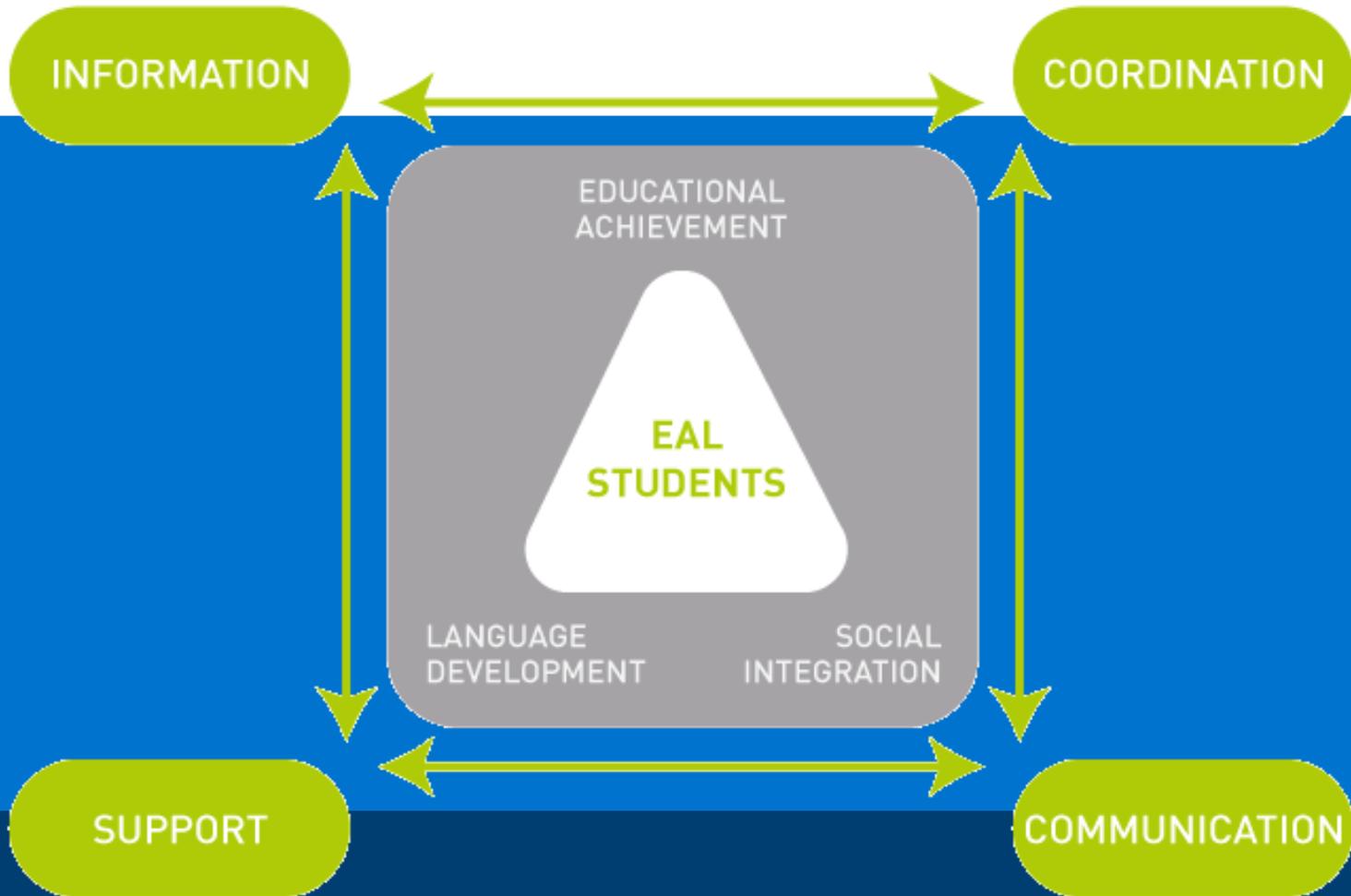
A holistic approach to EAL support in schools

- **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,

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