

EAL Lambeth Conference
2017

**Assessing EAL: Effective school
strategies & practice**

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Proficiency and EAL: A long and difficult journey!

A brief history:

1. Before NC and Levels – Hilary Hester and EAL stages
2. Late 80s and the advent of the NC and Levels
3. 1999 – 2000 and the introduction of the QCA EAL Steps up to NC English Level 1
4. On-going development of regional / national EAL assessment frameworks (e.g. Bell Foundation 2016)

Proficiency and EAL in 2017

A brighter landscape!



Not giving up hope!

1. The Bell Foundation EAL assessment framework for schools (2016)
2. NASSEA EAL assessment framework
3. Hounslow Language Service Proficiency in EAL
4. Solihull EAL Tracker & competence profile

Increasing Vocabulary



The big picture

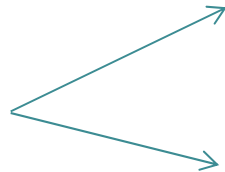
Consolidating English

5000 High frequency words



Developing English
<http://www.nottingham.ac.uk/alzsh3/acvocab/>

Academic Word List



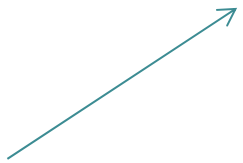
Emerging English

2000 High frequency words



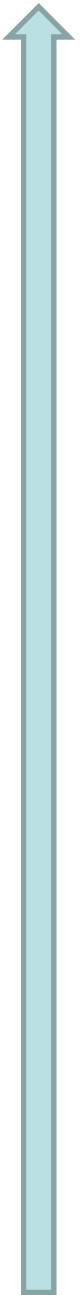
Beginning English (literate)
<http://www.er.uqam.ca/nobel/r21270/levels/>

1000 High frequency words



Beginning (non literate)

300 High frequency words



Proficiency and EAL

What are the 'gaps' which need to be developed?

Or ...

What linguistic resources do my learners need to achieve X ?

Cameron & Besser DfES (2004) – KS2

Cameron (2003) – KS4 and post 16

What difficulties do your EAL pupils have with writing?

- **Need development of academic vocabulary**
 - subject specific vocabulary
 - abstract nouns
- **Need development of grammar of English**
 - ability to write complex sentences
 - prepositions
 - adjectives
 - passive and modal verbs
 - articles
 - subject verb agreement
 - adverbs and adverbials
- **Need development of metaphorical / figurative / idiomatic language**

1. *Jane the girl*
was the size of a mouse
more and more small
had a small feeling in her middle
sleaped
the sunny sun
went/ got/ stop

Yr 5


2. *Fader have*
She went on the garden
One day king
The tree is laughing don't laughing back
One is nice
The sister she went to the city give a little food to
She go the city and see her sister and try and help her

Yr 6

Set targets around
noun phrases & verb
tenses

Method

(Tick the box when each stage is done)

1. Use the measuring cylinder to pour 20ml (=20g) of water into a large test tube.
 2. Use the thermometer to take the temperature of the water. Record this in the table below.
 3. Weigh half a peanut (*have this checked by your teacher*). Record this in the table below.
 4. Carefully spear the peanut on a mounted needle. Read through the next page before going on.
 5. Hold the peanut in a Bunsen flame until it just burns on its own.
 6. Hold the burning peanut under the test tube of water as shown.
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Subsequent support involved 3 stages

1. Underlining of all the imperatives
2. Matching activity where students write the imperatives next to a teacher prepared list:

held...

used ...

weighed ... (etc ..)

3. Initial sentence prompt given for the opening sentence:

We used a measuring cylinder to

Moving from a procedural text to a procedural recount

C.W

Measuring the energy

1. We used a measuring cylinder to pour 20 ml of water into a large test tube.
2. We used a thermometer to measure temperature of the water.
3. We weighed the peanuts. We recorded this in results table below.
4. We carefully speared the peanut on a mounted needle.
5. We held the peanut in a bunsen flame until it burnt on its own.
6. We held the burning peanut under the test tube.

What this pupil can do

Knowledge of cohesion and genre:

The first step is ...

Adolf Hitler ...

He give a ...

Another step is ...

The step 4 is ...

The last step is ...

What are the grammatical resources this pupil needs in order to make progress?

He needs to learn how, in English, he can write about

- Hitler's intentions and opinions
- Give different views on the events
- Incorporate his own interpretations

Amongst other things, he will need to develop ...

- Modal verbs
- Perfect tenses (particularly past perfect and past perfect continuous)

Modal Verbs

can, could,

may, might,

must, need, ought,

shall, should,

will, would

Comparing statements in the Frameworks 'Modals'

Bell Framework: “Can use a wide range of grammatical features consistently, including ... choice of modal verb (*‘could’*) ... (SeW-D2)

Nassea: “uses modals appropriately ... to express degrees of certainty or probability (step 5)

Hounslow Language Service: “For the student to progress they need to develop modal verbs (would, could, should, might etc ..)” (C, Developing 2)

Modelling the Use of the Modal Verb

Modal verbs enable pupils to express dilemma, decision making and course of action:

- Ability, possibility – *can, could..*
- What is right – *ought to...*
- Obligation – *must...*
- Recommending action – *should...*
- Preference – *would...*
- Preference through imagining a situation - *ifwould..*

Speculation and deduction

Probability/ possibility/ certainty

Expressing dilemma decision making and problem solving

Could I...? Should I...? Would I.... if I were...?

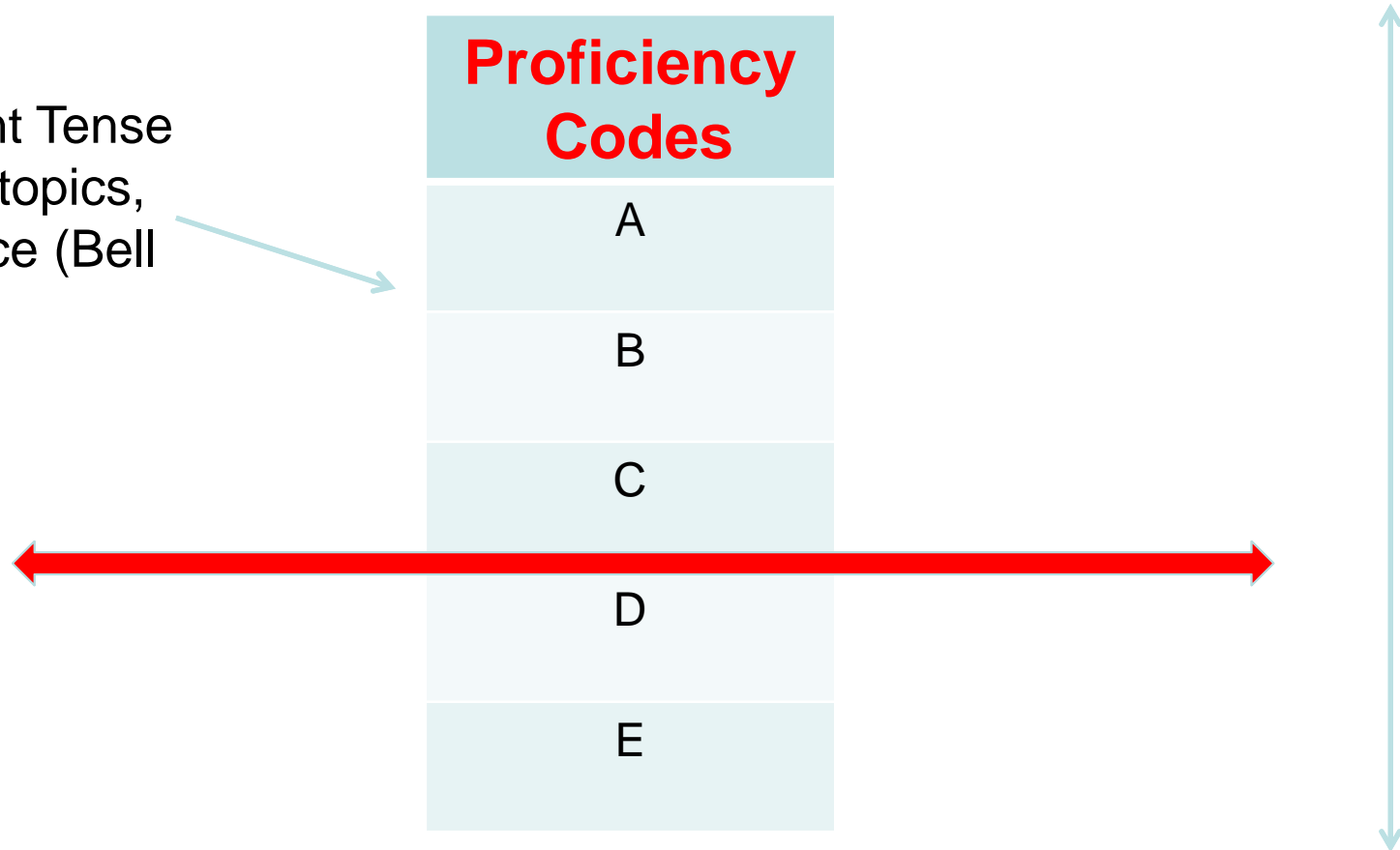
Expressing dilemma

King Harold hears that William of Normandy is about to invade the South of England. The invasion is going to happen within days. The trouble is he is in the North of England with his army. He wants a fresh army to fight the Normans. What does he do?

Ability (could)	Preference (would)	Recommending action (should)	What is right (ought)	Obligation (must)	Imagined situation (If... were.. would)

Using your EAL Framework as a vertical spine but developing language horizontally

Simple Present Tense
in Geography topics,
DT and Science (Bell
SeW-B6)

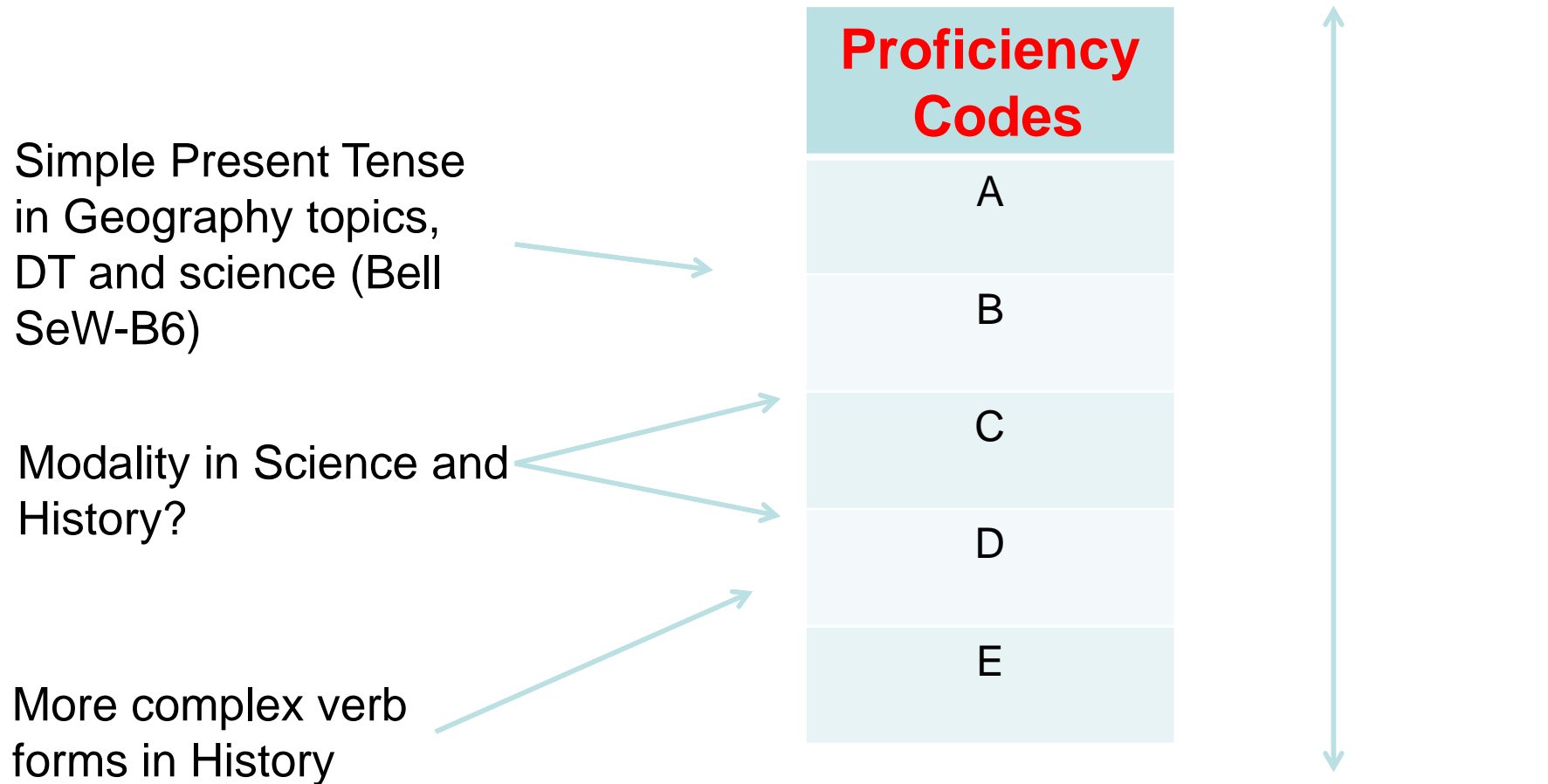


Science

Simple present tense

- Water freezes at '0' deg (laws + truths)
- The steam condenses... (processes)
- Area equals ... (definitions)
- The temperature rises rapidly (observ)
- Steels for permanent magnets contain ...
(properties)

Using your EAL Framework as a vertical spine but developing language horizontally



Examples of EAL support in June

The Cuban Missile Crisis (1962)

These were 7 of the options Kennedy's advisers suggested he consider:

1. He **could** do nothing. ← **dilemma**
He **should**
2. He **might** put pressure on the USSR, possibly through the U.N.
He **should** ← **Decision making or course of action?**
3. He **could** have secret talks with Castro, and get him to break his links
He **should** ← with the USSR.
4. He **might** blockade Cuba, by putting ships around it.
He **should** ← **Decision making and course of action**