

Supporting newly-arrived multilingual pupils 17th November 2022

Soofia Amin- Specialist Lead in Education



In today's session we aim to:

3.30

- Understand EAL and MLL pedagogy
- Look at the key issues affecting new arrivals
- Understand how to use effective pupil profiling
- Consider what best practice looks like
- Look at approaches to support pupils using EAL in the classroom

What does it mean?

MPA

EAL

MLL

What does it mean?

MPA- Midphase Admission

EAL- English as an Additional Language

Temporary

MLL- Multilingual Learner **Permanent**

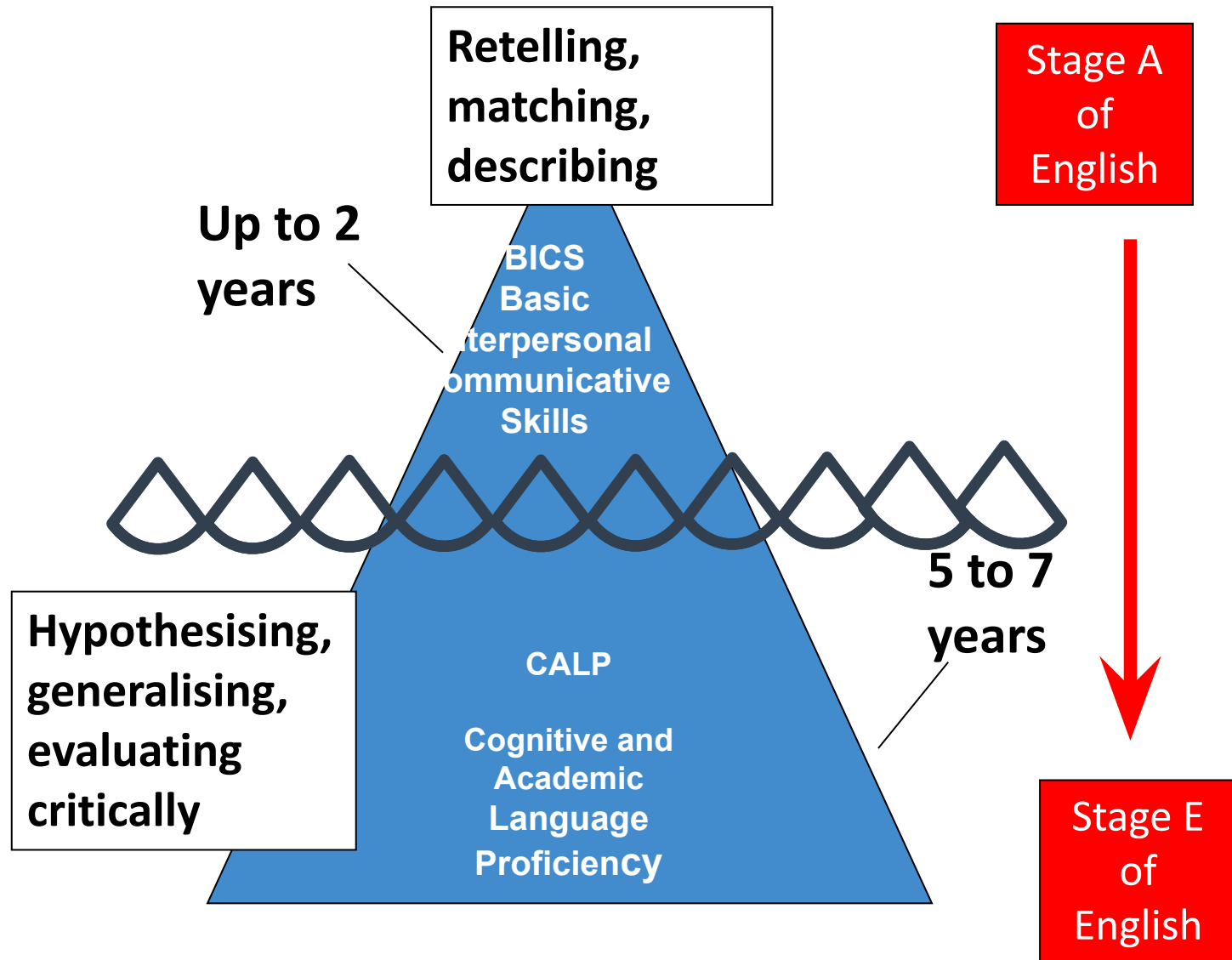
Who are your pupils with 'EAL'?

DfE definition:

*'A first language, where it is other than English, is recorded where a child was **exposed** to the language during early development and continues to be exposed to this language in the home or in the community.*

*Where a child was exposed to more than one language (which may include English) during early development, **the language other than English is recorded**, irrespective of the child's proficiency in English.'*

The Iceberg Model – Jim Cummins



Who is multilingual?

A multilingual person is “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)”

(Li Wei, 2008, p. 4)

The 'Asset' based approach to multilingual pupils

We often speak of EAL learners in the deficit approach, often trying to 'fix' a problem. We need to be dealing with them in an 'asset' based approach.

Many of our EAL learners have been exposed to more than one language by the age of three. These students enter school with some BICS and have foundation in their L1 to gain CALP in their new language.

We need to encourage our students to use their "**bilingual superpower**" to increase and support their learning. We need to help our students see that although the goal is to learn English, it does not have to be at the expense of losing their L1.

Multilingual Competence

“(M)ultilinguals and learners who are in the process of becoming multilingual should not be viewed as imitation monolinguals in a second language or an additional language, but rather they should be seen as possessing unique forms of competence, or competencies, in their own right”

Cenoz and Gorter (2011:340)

What can Bi/Multilingual pupils do?

Research shows that:

- They implicitly know how language works
- Find it easier to learn other languages
- Earlier awareness of other people's perspectives and points of views
- Enhanced focused attention
- Adapting to changing circumstances

www.bilingualism-matter.co.uk

What should a multilingual pupil leave school with?



How can we help them achieve this?



The experience of a Midphase admission child

What issues affect new arrival, Multilingual children?



Student A is from Bulgaria. She has been to school in Bulgaria but has had limited schooling. She struggles with literacy in L1. She is able to use phonics but has some differences in pronunciation of certain letters. She has no understanding of English and is unable to answer simple questions.



What are the main issues affecting New Arrival admissions?

- Lack of English- social and academic barriers
- Managing a move to a new country
- Isolation, unfamiliar culture
- Lack of friends and support (for child and parents)
- Prior experiences affecting their life (separation from parent, trauma, insecurity)
- Little or no previous schooling
- Undiagnosed needs
- New setting and structure at school

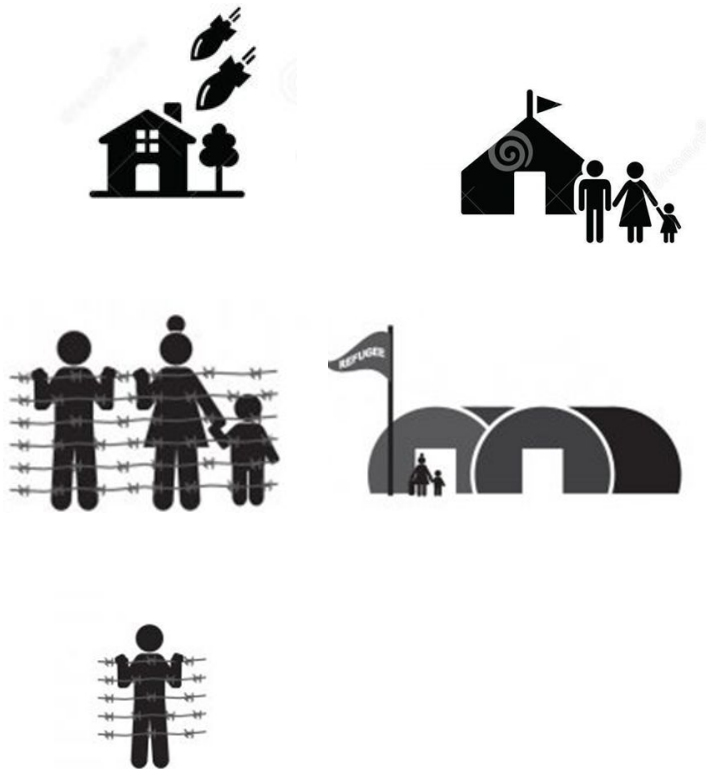
Three admission phases for new arrivals

- 1- Before their first day
- 2-After Admission
- 3- Beyond Admission

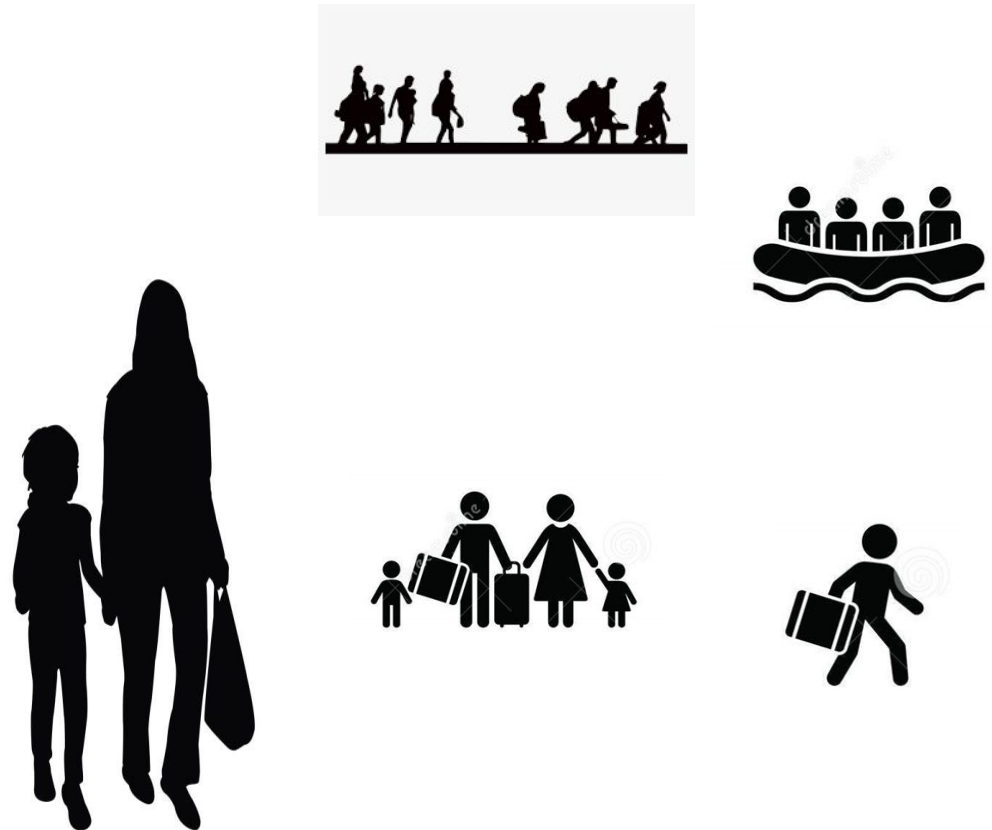
Before their first day

What do we need to be aware of before a child joins your setting?

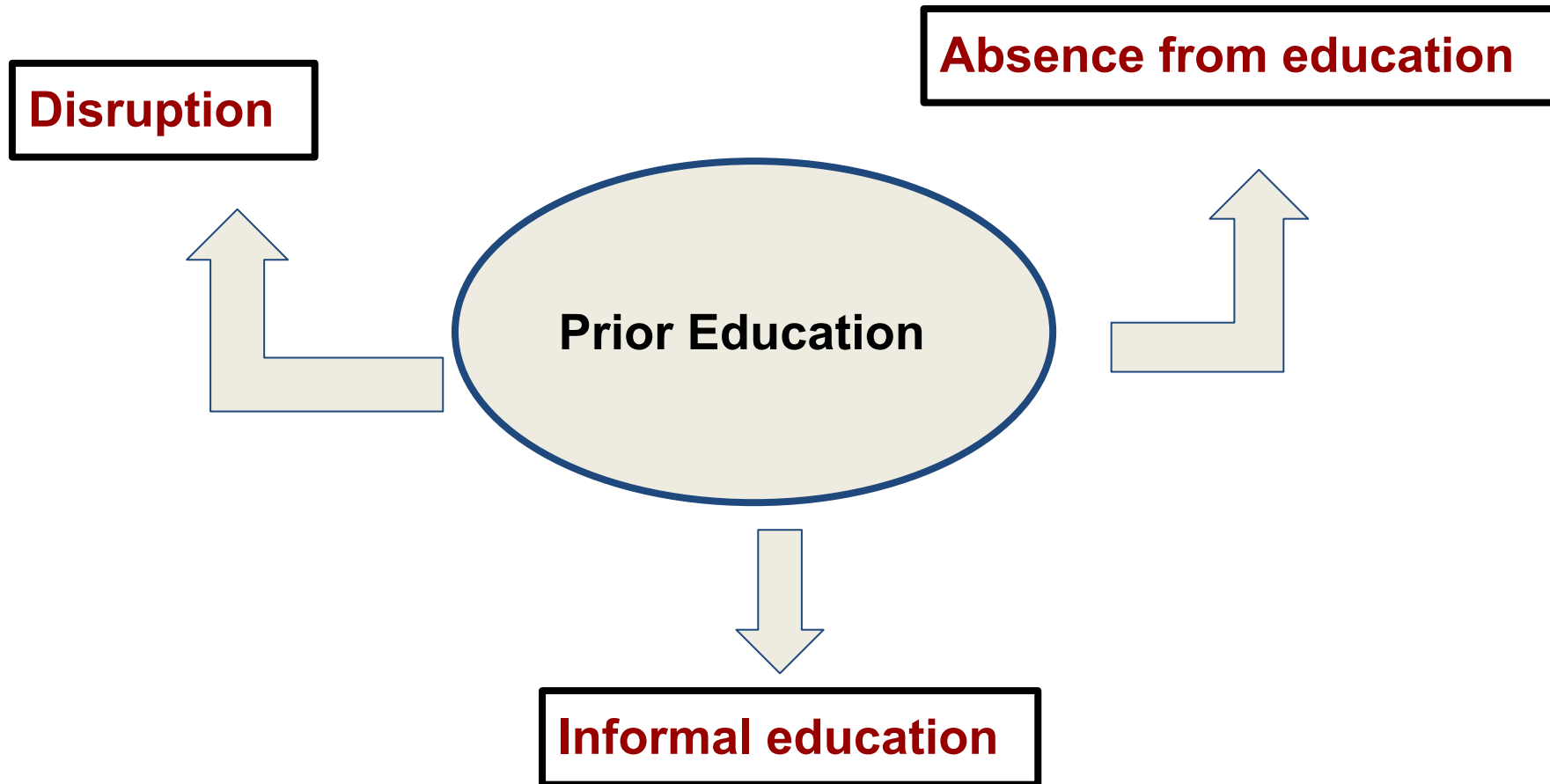
Pre-migration experience



Trans-migration experience



What do we need to be aware of before a child joins your setting?



Initial admission meetings with pupils and their families at your school

- Are these being carried out at your school?
- What is the setting of the meeting like?
- What is the process of these meetings?

Setting of the meeting

- Keep it slightly informal.
- Have resources out on the table for the pupil.
- As you are carrying out the interview encourage the pupil to write something.
- Keep a watchful eye on the pupil and observe how they are sitting, interacting etc.

Why is this useful?



Information sharing

- Who is the person/ team taking the interview?
- Do you have somebody assigned for this?

At this point the information sharing is extremely important.

1. Child's information and relevant details all completed.
2. Key information regarding the school routine, uniform and policies is shared with the family. Tour of school completed

Inform relevant staff of the new child.

- *Who is it shared with?*
- *How is it shared?*



Child's name	class	start date	Phonics assets	EAL assets	RISE	SHINE

The importance of pupil profiling

- *How to write and pronounce child's name correctly*
- *Where have they come from and who is with them?*
- *Who has raised the pupil joining your school?*
- *What languages do the family speak, read and write?*
- *What is the pupils learning history?*
- *Pupils interests, hobbies and strengths?*
- *Home situation*
- *Religious observations*
- *Dietary requirements*
- *Are there any additional needs? (how can you tell?)*



What will you watch out for?



MPA Interview checklist

- **Set the interview room and ensure there is paper, pencils and a reading book.**
- **Have your MPA interview form and parent information pack ready (collect from the front office)**
- **Ensure you know the child's name and year group before you meet the family**
- **Introduce yourself and the purpose of the meeting**
- **Engage with the child and encourage them to write/draw something for their new teacher**
- **Start asking parents the relevant questions to fill in the MPA interview form**
- **Keep an eye on the child and observe behaviour/interactions**
- **Give parents the school information pack and go through all the information**
- **Answer any questions or concerns**
- **Provide them with a start date and class if you are able to**
- **Ask them to come to the front office on their first day**
- **Show them around the school and the outside area for drop off and collection**
- **Take them back to the front office and see them off**

Before the learner starts

- **Share key information**
- **Take them on a tour of the school**
- **Introduce them their class and class teacher**
- **Think of a key adult who will support them**
- **Which adults share their first language**
- **What local support is there? (charities, refugee support, supplementary schools)**

Effective Induction

- Buddies are clear on how to support them
- Key adult is keeping watchful eye
- Breaks if needed in a safe space
- Resources and literature available to support first language and communication

Break

Classroom practice

- What strategies have you used for children learning EAL in class?
- Which strategies are the most effective in helping them acquire language?



Strategies used in classes

- Use of **visuals** in the form of pictures, photographs, and so on, to help learners make sense of new information. (context rich)
- Think about the language demands of the curriculum (oral and written) and provide **models**
- Use **drama and roleplay** to make learning memorable and encourage empathy.
- Get learners to **work with partners or in small groups** using the language for a specific purpose rather than out of context.
- Maintain and **develop L1** alongside improving their English.
- Provide opportunities to talk before writing and use **drills to help learners memorise new language**.
- Support language development **through key phrases and structures** as well as key words.

V₄ O₁ C₃ A₁ B₃ U₁ L₁ A₁ R₁ Y₄

Vocabulary development

Instructional process

Feldman and Kinsella (2008), provide an instructional routine that includes the following adaptable steps:

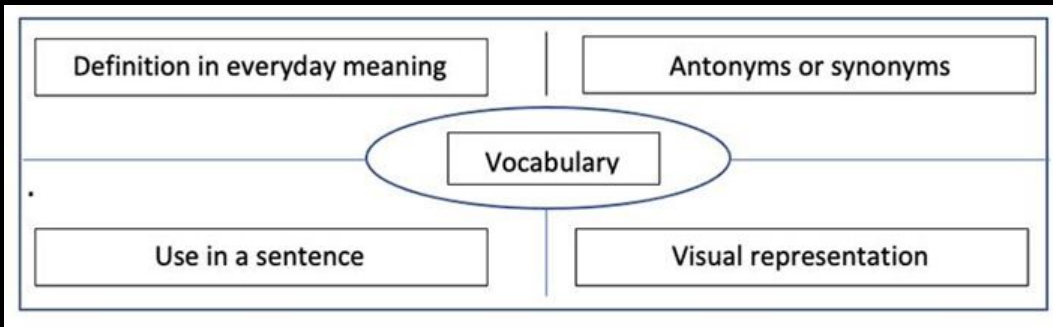
- **Pronounce:** At times, pupils may need guidance in how to correctly pronounce new vocabulary
- **Explain:** Understanding new terms requires a clear explanation of the meaning using language that is already present in the learner's lexicon.
- **Provide examples:** Pupils often need at least two or three examples of new vocabulary in use and in different contexts to firmly grasp the meaning.
- **Elaborate:** Learners' understanding of new vocabulary will be strengthened if they are given opportunities to generate their own additional examples and visual representations.

“Retrieve and Interact”

Vocabulary development

Word organisers and advanced organisers

To actually “own” a word means to know a great deal about it. To support in-depth word knowledge use organisers that go beyond simple word definition.



05.10.20

Draw it

Definition

If someone went to a clothes shop and brought nice clothes with nice exoseries like bows or like flowers they look fancy.

Word

Fancy

Synonyms

Nice
beautiful
stunning
awesome
Shook

Write a sentence

She is wearing a pink glittery fancy coat.

Vocabulary development

Sentence frames:

Sentence frames can effectively demonstrate vocabulary usage in different contexts.

who?	what doing?	where?	because	why?
Mowgli	is	in a broken boat	because	it crashed.
Mowgli	is sitting	on the tree	because	Kaa is hypnotizing his
Bagheera	is sitting	by the water	because	he can see a baby
Bagheera	is sleeping	in the tree	because	he is tired
Bagheera	is talking	with Mowgli	because	he holds the
Bagheera	is talking	with Mowgli	because	they are going to take
Bagheera	is sleeping	in the tree	because	he is tired

Captain Galacticus

Determiner (The, A, An)	what like? Adjective	what like? Adjective	Noun
A	colourful,	tight	costume
A	sharp,	black	mustache
the	white,	star	badge
A	round,	shiny	watch

Substitution tables

Red blood cells	 are	large.
Nerve cells	have	no nucleus.
Egg cells		connections at all ends.

<https://ealdaylight.wordpress.com/specialised-cells-substitution-table-2/>

Substitution tables

This substance is a	black grey yellow colourless blue green white transparent	solid. liquid. gas.
---------------------	--	---------------------------

It is	an element a compound a mixture	which	contains... can be used for... is found in... can cause...
-------	---------------------------------------	-------	---

Vocabulary development

Translanguaging:

A child's home language(s) is one of the most valuable resources available for learning an additional language.

- Allow pupil to translate keywords/phrases to gain a deeper understanding
- Ask learners use and create bilingual dictionaries and glossaries
- Pupils to discuss ideas with other pupils who share the same language
- Parents to support understanding of key topics, texts in their first language

As Cummins (2000) states:

"Conceptual knowledge developed in one language helps to make input in the other language comprehensible." If a child already understands the concepts of "justice" or "honesty" in her own language, all she has to do is acquire the label for these terms in English. She has a far more difficult task, however, if she has to acquire both the label and the concept in her second language."

Monday 29th March 2021 29/03/21



Statue - स्तुति

door - दरवाजा

dark - अंधकार

Man - आदमी

Fire - आग

Rock - पत्थर

dark - अंधकार

Statue - स्तुति

gloomy - हजल

building - विधि

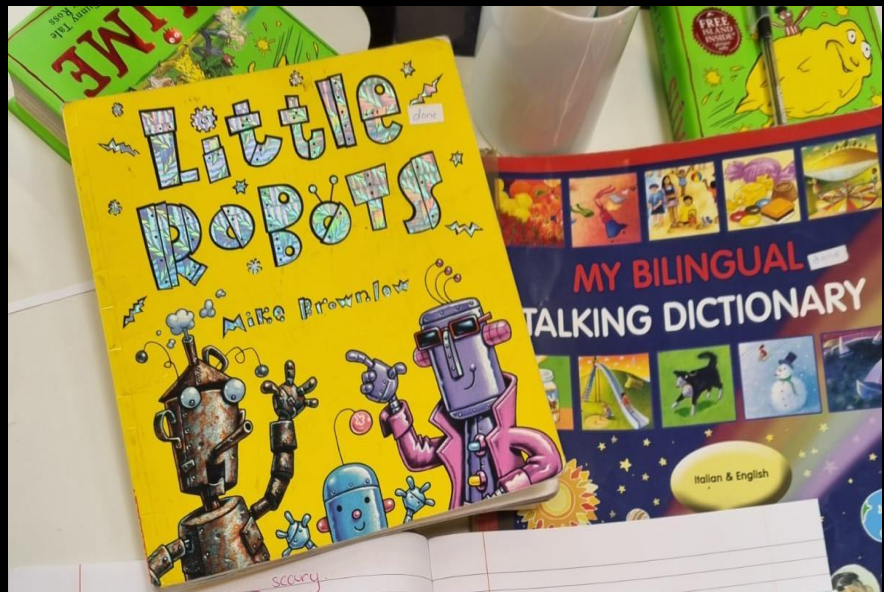
cold - ठण्ड

arch - खिनाक

light blue - शानका निल

chacked - झाँले

Sun beam - सूर्य की किरण



Italian: *realcat spavento* → scary

Eng: Robot is fearless.
↓
not scared

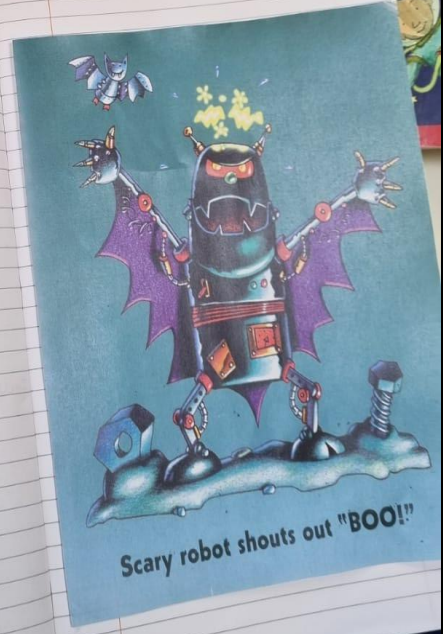
non è grande e non è piccolo
↓
not big and not small

ha delle ali
It has wings

ha ~~due~~ dei piedi grandi
He has big feet

gli
ha dei artigli
He has claws

è cattivo
and bad.



What?



grass - trava
 flowers - kvoti
 sky - obloha
 clouds - mraky
 birds - vtaky
 leaves - listy
 plants - rastliny
 stream - prud
 water - voda



what like?

blue - modra
 green - zelena
 white - biela
 windy - vietor
 peaceful - mierumi lov

What?

Tuesday 19th September
 L1: To familiarise myself with verbs.

Everyday Verbs

verbs	Translate in your language
cook	cuinare
Do	face
Drink	bea
Eat	mangia
Go	andare
Have	avere
Run	corriere
Like	amare
Listen	ascultare
Live	abitare
Play	giocare
Read	leggere
Speak	parlare
Study	studiare
Watch	guardare
Wear	indossare
Walk	camminare
Take	prendere
Ride	guidare
Write	scrivere
Wear	indossare
Sleep	dormire

Friday 15th October 2021 +20/10/21

Torak was shocked. ^{bal šokovaný} "Not your knife! You'll need it!" ^{— overitiš se nož.}

"You'll need it more." ^{— potrebuješ ho ešte viac!}

Fa, please. Don't. ^{— prosím, nečini to!}

In the forest, a twig snapped. ^{— Fu prasim. V lesu neprosim za vetvicku.}

Torak spun around. ^{— Torak sa otočil.}

The darkness was everywhere. ^{— Všetude bola tma.}

No wind. ^{— bezvetrie.}

No birds singing. ^{— Žiadny spev.}

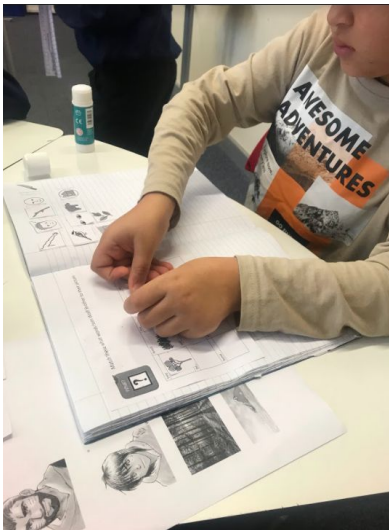
His father licked the sweat from his lips. "It's not here yet," he said. "Soon, it will come for me soon... Quick. The knives." ^{— Rýchlo. Nože.}

Torak didn't want to swap knives. But his father was watching him and wouldn't allow him to say no. ^{— Torak nechcel vymeniť nože. Ale jeho otec ho sledoval a nepovolil mu povedať nie.}

Torak clenched his jaw so hard that it hurt. Torak took his own knife and put it into Fa's hand. Fa's knife was beautiful and deadly. As Torak looked down at it, the truth hit him. He was getting ready for a life without Fa. "I'm not leaving you!" he cried. "I'll fight it, I—" ^{— Torak stlačil čeľusť tak silno, že ho bolelo. Torak vzal svoj vlastný nôž a dal ho Fa. Fa nož bol krásny a smrtonosný. Keď Torak pozrel dolu naň, našiel pravdu. Bol sa pripravoval na život bez Fa. "Nechcem Ťa opustiť!" zvolal. "Bojím sa ňou, ja—"}

"No! No-one can fight the bear!"

What has happened?



Torak crashed through alder thickets and sank to his knees in bogs. Birch trees whispered of his passing. Silently he begged them not to tell the bear.

The wound in his arm burned, and with each breath his bruised ribs ached savagely, but he didn't dare stop. The Forest was full of eyes. He pictured the bear coming after him. He ran on. He startled a young boar grubbing up pignuts, and grunted a quick apology to ward off an attack. The boar gave an ill-tempered snort and let him pass.

A wolverine snarled at him to stay away, and he snarled back as fiercely as he could, because wolverines only listen to threats. The wolverine decided he meant it, and shot up a tree.







To the east, the sky was wolf grey. Thunder growled. In the stormy light, the trees were a brilliant green. Rain in the mountains, thought Torak numbly. Watch out for flash floods.

He forced himself to think of that - to push away the horror. It didn't work. He ran on.

At last, he had to stop for breath. He collapsed against an oak tree. As he raised his head to stare at the shifting green leaves, the tree murmured secrets to itself, shutting him out.


For the first time in his life he was truly alone. He didn't feel part of the Forest any more. He felt as if his world-soul had snapped its link to all other living things: tree and bird, hunter and prey, river and rock. Nothing in the whole world knew how he felt. Nothing wanted to know.

The pain in his arm wrenched him back from his thoughts. From his medicine pouch he took his last scrap of birch bast, and roughly bandaged the wound. Then he pushed himself off the tree trunk and looked around.

imagined	
growled	
fiercely Prudko	
stormy burling	
floods	
oak tree	

What? Match these what words from Wolf Brother to their picture.

tree	forest	fire	mountain	sky
bear	bird	branch	knife	face
home	arm	eyes	hair	leaves



Torak ran through bushes and fell on his knees. He hoped the bear wouldn't hear him. The cut in his arm hurt, and it hurt to breathe, but he didn't want to stop. He imagined the bear coming after him. He ran on. A wolf growled at him to stay away, and he growled back as fiercely as he could, because wolves only listen to threats.

The sky was grey. Thunder growled. In the stormy light, the trees were a brilliant green. Torak thought: Rain in the mountains. Watch out for floods.

He ran on.

At last, he had to stop for breath. He fell against an oak tree. He raised his head to stare at the green leaves. For the first time in his life he was alone. He didn't feel part of the Forest any more.

He remembered the pain in his arm. From his medicine bag he took his last bandage and put it on the cut. Then he pushed himself off the tree trunk and looked around.

1. What part of Torak is hurt? *the cut in his arm*
2. Name two things Torak hears in the forest. *trees and bear*
3. What does Torak stare at? *at trees*
4. Why does he hope the bear won't hear him?

Parents and families as language experts

- Find out literacy levels of parents in their L1
- Encourage parents to support home learning in L1
- Ask parents who are literate in L1 to translate key words for the class
- Invite parents in to school to read or present information in a key language
- Support parents in understanding the importance of valuing L1 and supporting its development as the child is gaining English as an additional language

Reflection

- What is working well within mid-phase admission at your school?
- What practices do you need to implement?