Supporting EAL Learners

Strategies for inclusion

Peter Clements and Adrienn Szlapak

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Dedication

Pete: I would like to dedicate this book to Mum, Dad, and Kirsten for your support, and to Dick for inspiring me to become a teacher.

Adri: I'd like to dedicate this book to Stanley for pushing me out of my comfort zone, and to my parents for being my biggest champions.

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From the authors

I began teaching English as an Additional Language (EAL) at an international school in Bangkok, after a long stint teaching English in language schools. I've since moved to Malaysia, where I co-lead EAL provision at an international school alongside my colleague, Adri Szlapak.

My first EAL role involved supporting learners in their mainstream classes. In that role, I might start the day in a Science class, helping the learners understand vocabulary related to forces. Then I'd be in Maths, where the Year 8s were getting to grips with area and perimeter. After lunch, I'd be in History lessons, helping learners to cite sources in their PEEL paragraphs. It was the most varied and interesting job I'd ever done. It was also extremely humbling. The learners were so skilled, resourceful, and resilient, and the subject teachers so talented and knowledgeable.

However, despite their talents, I encountered many subject teachers who seemed insecure about their own practice. They'd often worry that they weren't doing enough to support learners that were new to learning English, or that they didn't have the skills to teach language. Some teachers didn't have the time to upskill, or the time to co-plan with us EAL teachers. Specialist language support wasn't always available, leading subject teachers to feel overwhelmed by the challenge of helping learners to both understand lesson content and develop their language skills.

I shared my experiences with my friend and fellow blogger, Adri. She'd noticed similar issues in her context. This book is our attempt at providing some practical guidance for subject teachers who are aiming to better support all learners, but particularly those learning English as an additional language. It is not a complete resource, but a springboard for development, encouraging teachers to experiment in the classroom and to view teaching and learning through a more inclusive lens.

Pete

At age 15 I entered a new world: a dual-language high school where half of the lessons were taught in Hungarian, my mother tongue, and the other half in English, a language I was just starting to learn. Learning subjects such as Biology, History, Maths, and Literature in a language that I wasn't fluent in was a humbling experience that stayed with me through the years. I distinctly remember my first ever lesson in that school: the anxiety of trying to keep up with a teacher who only spoke English and the delight and pride I felt when I finally managed to grasp some words.

Luckily, some of my teachers were in favour of the judicious use of Hungarian to help us access the learning and I felt more at ease in those lessons. The expectation was that we use English as much as possible and for the most part, we tried, yet it was good to know that I could rely on my home language if needed.

Years later, when I left the world of English as a Foreign Language (EFL), where the notion of English-only classrooms is widespread, and became an EAL teacher, I saw first-hand how access to home languages had the power to unlock the learners' potential and ignite their participation. My interest in plurilingual pedagogies such as translanguaging was piqued and it has only grown stronger since.

Much like Pete, I also had the privilege of supporting my learners in their subject lessons, which was a thrilling experience. I learned a lot from and alongside my colleagues and our learners. This I am immensely thankful for. This collaboration highlighted that differentiating content for EAL learners posed a unique challenge for subject teachers who were eager to be able to support learners better.

This book, in a way, is our thank you to those who have guided us on this journey: our colleagues and learners. Drawing on our experiences and those of other educators, this book offers tried and tested strategies to empower teachers in supporting their EAL learners, ensuring a vibrant and inclusive environment for all.

Adri

Contents

Contents

A

An introduction to English as an Additional Language (EAL)

In Part A, we provide an overview of the key concepts of EAL. We start by defining what it is and who the people involved are before delving into the different types of EAL provision in schools. We move on to discussing Key concepts in EAL, which covers the topics of inclusive pedagogy and language acquisition and development. We have marked key terms in **bold** the first time we define them.

What does it mean to teach EAL?

Teaching EAL refers to teaching English to individuals who speak a **home language** other than English. EAL provision is commonplace in schools where English is the medium of instruction, meaning that the core curriculum (such as Science, Maths, Humanities) is taught through English.

Learners using EAL acquire the language at the same time as they study subject content. EAL provision focuses on supporting learners to access content from the core curriculum and to develop their knowledge and use of academic language in English. It also supports learners to develop their general English communication skills, for use in both classroom and social contexts.

Teaching EAL is a specific discipline within the field of **English Language Teaching (ELT).** Much existing research into language teaching, learning, and second language acquisition is relevant to the teaching of EAL. In addition, there has been extensive research into teaching and learning in specific EAL contexts. For useful summaries of research findings in this field, see Andrews (2009) and Sharples (2021).

At the time of writing, the global demand for high-quality EAL provision in schools is consistently growing. The implementation of **English as a Medium of Instruction (EMI)** has become common in primary and secondary education worldwide. EMI is 'the use of the English language to teach academic subjects in countries or jurisdictions where the first language (**L1**) of the majority of the population is not English' (Dearden, 2014). In our context in south-east Asia, the demand for EAL teachers has surged with the expansion of the international school market, reflecting families' increasing recognition of the pivotal role English plays in their children's future success (e.g. Hayden and Thompson, 2008; Kim, 2019).

Note that we use the terms **home language** and **L1** interchangeably throughout the book to refer to the language or languages learners use in their communities outside school.

EFL, ESL, EAL, or ELL?

English as a Foreign Language (EFL) generally refers to the teaching and learning of English in countries where English is not an official language. Or, as Broughton et al (2002) elaborate, learning English 'in places where it does not play an essential role in national or social life'. This is like learning a Modern Foreign Language in high school, similar to learning French at school in the United Kingdom for example.

In contrast, **English as a Second Language (ESL)** is 'English as taught to people whose main language is not English and who live in a country where English is an official or main language' (Cambridge University Press, n.d.). Teaching English to migrant workers in New Zealand would be an example. The use of the acronym ESL can be a misnomer; many ESL learners are learning their third, fourth or fifth language, not their second language. Perhaps due to this, the more accurate acronym **EAL** (**English as an Additional Language**), has come to replace ESL in many UK state school contexts. In the United States, a roughly equivalent acronym is **ELL (English Language Learning)**.

The term EAL is commonly used in those international school contexts where schools follow a British or international curriculum. However, alternatives such as ESL may be used. Occasionally, the term EAL is used in broader terms, referring to education outside of a formal school setting. In this book, our focus is on teaching EAL in upper-primary and secondary international school contexts, which is where our experience lies.

Multilingual or plurilingual?

The Common European Framework of Reference (CEFR) makes a distinction between multilingualism and plurilingualism in terms of their view of linguistic and cultural diversity. **Multilingualism** is defined as a concept that views languages as coexisting but separate entities, while plurilingualism is seen as a more holistic view. According

to the CEFR, **plurilingualism** focuses on the interconnectedness of languages and views learners as active agents with a single, interconnected language repertoire and an ever-changing linguistic competence (Council of Europe, 2020). The two terms can also be distinguished by their end goals (Mehmedbegovic-Smith and Bak, 2019). While a multilingualism approach aims for idealised native-level proficiency in all of an individual's languages, a plurilingual approach focuses on the development of effective communication skills with the help of the speaker's varied repertoire of languages.

We acknowledge this theoretical distinction; however, we understand that practical application of terminology varies from context to context and school to school to a great extent. In our international school context, the terms *multilingual/multilingualism* appear frequently in everyday communication, whereas the terms *plurilingual/plurilingualism* are rarely used. For ease and accessibility, we considered using the terms *multilingual/multilingualism* throughout this book. However, there were times that we felt these terms weren't precise enough, and further nuance was needed. We therefore occasionally use the term *plurilingualism* when we want to emphasise the dynamic and interconnected use of multiple languages in social and academic settings. We use terms such as *plurilingual approaches, strategies,* or *techniques* in teaching and learning, again to emphasise the interconnected and dynamic nature of multiple language use in the classroom. When referring to the co-existence of multiple languages (such as in the physical learning environment), or when referring in general terms to the ability to communicate in more than one language, we use the terms *multilingual* or *multilingualism*.

Who are EAL learners?

The answer to this question might seem straightforward: an **EAL learner** is any learner who speaks a language or languages other than English at home and therefore requires additional support in acquiring English. However, the profile of a typical EAL learner is actually quite difficult to establish.

The needs of EAL learners are diverse, influenced by factors such as their age, home languages, educational history, and overall linguistic proficiency. For example, state-funded educational systems typically extend EAL support to learners arriving from abroad, including asylum seekers, refugees, and children of immigrants. Within educational settings like international schools, EAL provision often takes the form of a fee-paying programme catering for both expatriate learners who follow their families abroad and home-country nationals seeking to improve their English language proficiency. These are just a few examples of possible EAL learners, but in reality, there are many more.

Who are EAL specialists?

A typical **EAL specialist** is also hard to define. In very general terms, EAL professionals in international school settings come from a range of backgrounds. Examples include:

- Qualified English language specialists who transition from teaching EFL (e.g. in language schools) to EAL
- Host nationals with a local teaching licence, for example Thai teachers in Thailand
- Trailing spouses of qualified teachers at the same school
- Qualified and licensed teachers who have been seconded to an EAL role
- Qualified and licensed teachers who have chosen to move into EAL
- This is by no means an exhaustive list. However, it should give a feel for the range of experience and expertise that may exist within an EAL department.

At the time of writing, there is a lack of specific qualifications available for teaching EAL, even in countries where the demand for quality EAL provision in state schools is high. For example, the national subject association for EAL in the UK, NALDIC (National Association for Language Development in the Curriculum), reports that there are no training programmes that allow teachers to gain qualified status as an EAL Teacher in the UK.

The lack of recognised, benchmarked teaching qualifications for EAL specialists can affect the status of EAL professionals within a school and result in wildly varied recruitment practices. Leung (2022) highlights the need for 'informed professionalism' in this sector, and suggests that practical language teaching qualifications such as a Cambridge DELTA may provide some form of benchmark for those entering the profession. To make up for this lack of specialist EAL qualifications, recognition of specialist English Language Teaching (ELT) qualifications appears

to be increasing, as is recognition of past experience in teaching EFL, with certain qualifications regularly listed as a prerequisite for candidates for EAL positions. These include:

- A Cambridge CELTA/Trinity CertTESOL or equivalent
- A Cambridge DELTA/Trinity DipTESOL or equivalent
- An MA/MSc in the field of English Language Teaching or Linguistics
- An international Postgraduate Certificate of Education

The expectations of who an EAL specialist is expected to teach will vary depending on the type of provision adopted by the school. Some specialists may be required to teach their own groups of learners. Others may provide in-class support only. Some may be expected to offer both types of teaching. Again, this lack of standardisation across schools makes it hard to outline the exact skill set an EAL specialist needs upon entering the profession.

However, it is fair to say that committed EAL specialists typically require core teaching skills (such as those gained on an initial teacher education course), in-depth knowledge of language acquisition and an adequate depth of subject knowledge across different areas of the curriculum in order to support learners. It can also be highly advantageous for EAL departments to include multilingual staff who share a language other than English with learners. The ability to use and switch between multiple languages can be useful for mediation in academic and pastoral contexts and may ease communication with parents and caregivers.

EAL provision in schools

EAL provision in international schools varies greatly. In this section, we provide an overview of typical approaches to this provision, including models of provision, forms of assessment, and the possible EAL journey for a learner.

The identity of EAL within schools

EAL provision is often overseen by a designated EAL department, though it is by no means guaranteed that EAL provision will have its own separate identity within schools. In some secondary schools, it falls under the English department and is therefore overseen by the Head of English. In other schools, it is aligned with additional support for learning and falls under the remit of a Special Educational Needs Coordinator (SENCo). We've also experienced schools where EAL is overseen by Modern Foreign Languages (MFL) departments. How EAL provision is organised, and by whom, can have an impact on how EAL learners are perceived by students, teachers, and leaders within the school.

Ideally, EAL provision in international school settings would be overseen by an EAL subject lead, coordinator, or head of department. We will use the term **EAL Lead** in this book. Some duties of an EAL Lead may include:

- Devising EAL policy, including summarising approaches to inclusion, the chosen model of EAL provision in the school, selecting assessment methods, and so on.
- Organising and overseeing day-to-day EAL provision, including in-class support, implementing assessment methods, maintaining data on EAL learners, and so on.
- Maintaining effective channels of communication between teachers, leaders of learning, caregivers and other stakeholders connected to the learner.
- Ensuring smooth processes at each stage of a learner's EAL journey.
- Delivering whole-school continuous professional development (CPD) on EAL strategies and inclusive practice.
- Line management of EAL staff, for example teachers or teaching assistants. Some larger international schools employ a range of EAL specialists to perform different roles, e.g. EAL teaching assistants for in-class support, EAL teachers for focused interventions, etc.

Job titles in EAL can also be highly ambiguous. An *EAL Instructor* in one school might be the equivalent of an *EAL Teacher*, *EAL Teaching Assistant*, or *EAL Coach* in another. When joining a new school, it is best to seek out the EAL Lead and ask about the structure of the department, background of the teachers, and so on. Doing so should give you a much better idea of the experience and skill set of members in the department than their job titles alone will.

A typical EAL learner's journey

A typical EAL journey for learners at international schools begins by **identifying the need for support**. This is often done at the admissions stage, either during the initial interview or through initial placement assessments. Most international schools give these learners 'EAL conditional offers', which specify their linguistic needs and alert caregivers to the fact that learners have been placed in the EAL provision offered by the school. Early identification of EAL needs is a key step to ensure that the EAL Lead is notified and the learner is added to the school's EAL register.

The next process is **induction**. New learners need to be integrated into the school environment carefully so that they aren't overwhelmed. To help with this process, many schools send information to **caregivers** (parents and other adults involved in care for the learners) before children join the school, for example welcome booklets and brochures. Schools might also send out questionnaires aimed at gathering information to create learner profiles, which are used to inform teachers of any underlying needs and relevant background information.

Integration or **inclusion** are ongoing processes in the EAL journey, supporting learners in becoming active members of the school community. During this phase, schools may have initiatives in place to ensure new EAL learners develop a sense of belonging. For example, a buddy system can be set up where an experienced student is assigned to help new arrivals settle into the school. Some schools assign home-language buddies so that language isn't a barrier, while other schemes focus more on interpreting the school by explaining school activities, systems and procedures in learner-friendly English, for instance the Young Interpreter Scheme run by Hampshire's Ethnic Minority and Traveller Achievement Service (EMTAS).

Identification of needs continues once learners start school. An initial assessment period by the EAL team can include a series of non-intrusive observations and informal interviews to assess the learners' level of EAL need. The data is recorded and used to inform any further support offered. It can also be used as a benchmark for later

assessment. Form tutors, class teachers and inclusion specialists are regularly consulted to ensure all key stakeholders have the information they need and to check the provision provided meets the learner's needs.

These observations help to establish the type of **intervention** needed to support the learner. Depending on the model of provision adopted by the school, EAL learners might receive **withdrawal support** in separate, dedicated EAL classes, **in-class support** in their mainstream curriculum classes or a combination of both. The length of these programmes varies by school, context, and learner need, but in most cases, there is eventually a **fading out period** where support is slowly reduced and EAL learners start their transition into the mainstream classroom, and eventually exit the EAL support programme completely.

Models of EAL provision

While each school's exact provision varies, EAL provision tends to include some of the following: levelled provision, push-in vs. pull-out provision, and immersive English programmes. We will now look at each of these in turn.

Levelled provision

This refers to EAL provision that streams learners based on their level of need. There are no clear guidelines as to the threshold between these levels and each school adopts a different progression policy. Levels might include:

- **Intensive / Immersion:** Learners who are new to English and require intensive intervention because they can only participate in the mainstream classroom with specialist support even when instruction is inclusive ⏩ **(Inclusive pedagogy (Part A))**.
- **Intermediate / Developing:** Learners who can participate with some level of independence in mainstream lessons as long as instruction is inclusive and appropriately differentiated, although they still require specialist support in certain subject areas.
- **Standard / Competent**: Learners who are able to participate in mainstream lessons mostly independently, although they might still require EAL support at times.

Intensive English programmes

These programmes are designed to target the immediate needs of learners who are new to English when they first arrive at the school. Their length and intensity vary, with learners unlikely to attend mainstream lessons until they complete the intensive programme. The exit point is either decided in terms of time or the achievement of a certain proficiency level and would ideally be tied to a predetermined assessment set by the school. While intensive programmes like this can boost learners' language acquisition to a great extent, they also tend to hinder learners' integration into the mainstream school, which can have a negative impact on their social-emotional wellbeing and social inclusion ⏩ **(Types of inclusion (Part A))**.

Push-in vs. pull-out provision

Some schools are ideologically inclusive and believe that full inclusion in the mainstream classroom is the best way for learners to integrate into a new school. However, simply allowing EAL learners to attend mainstream lessons doesn't guarantee that they are learning, so most schools' EAL provision involves a mixture of push-in and pull-out provision by EAL specialists.

Push-in provision means that the EAL support staff go into mainstream classrooms and work with the EAL learners within their subject lessons. Ideally, they co-plan and co-teach the lessons with the main subject teachers, though they might only be responsible for supporting small groups of EAL learners within the lesson as they complete the activities set by the subject teachers.

Pull-out provision refers to separate sessions (also known as **withdrawal sessions** or **withdrawal support**) specifically for EAL learners, so they are not learning alongside their peers in the mainstream classroom. These sessions are planned and taught entirely by EAL support staff, who ideally liaise with the subject teachers and aim to align their sessions with wider curriculum expectations. The exact lessons EAL learners are removed from in order to attend these withdrawal sessions depends on priorities set by the school and what is logistically possible. While some schools prefer to remove EAL learners from the subjects that are hardest for them to integrate in due to the language barrier, others might find that withdrawing the learners from Modern Foreign Languages (MFL) lessons works better.

Co-planning and co-teaching

The type of provision adopted by a school impacts the co-planning and co-teaching approach as well. **Co-planning** is when EAL teachers help develop activities to scaffold the learning of EAL learners within mainstream classrooms but where the lessons are taught by the subject teachers, not the EAL teacher. **Co-teaching** refers to the EAL teacher and the subject teacher teaching a lesson at the same time, either within the same classroom or in parallel sessions. Successful co-planning and co-teaching require extensive training and careful planning. All teachers involved, not just EAL teachers, need to understand and use ⏩ **inclusive pedagogy**, ⏩ **differentiation** and ⏩ **scaffolding** (all covered in Part A) as well as understanding principles of EAL teaching. Developing systems like this require time and commitment from the teachers and the **Senior Leadership Team (SLT)**.

Assessment in EAL

There are three basic types of assessment used in EAL: diagnostic, formative, and summative. **Diagnostic assessments** evaluate learner knowledge, skills, and needs prior to instruction. **Formative assessment** evaluates learners progress towards a learning goal. It takes place during instruction and informs the teaching and learning process. **Summative assessment** evaluates learner progress as the end of a learning sequence.

Assessing EAL learners and agreeing on an assessment scheme that fits the school can be challenging. Several questions need to be considered:

- How can assessment be made fair to EAL learners, bearing in mind their language needs?
- Should teachers differentiate assessments? Or should EAL learners undertake the same subject assessments as other learners? If doing the same assessments, how can teachers ensure learners understand the requirements fully without compromising the validity of assessments?
- How should language proficiency be measured and tracked? Should EAL learners have separate assessments for language proficiency?

Many international schools implement externally-created assessment schemes to be able to gather as much information about EAL learners as possible when they first arrive, as well as using them to track learners' progress both in English and other subject areas. Some of these assessment schemes are:

- WIDA Assessment Suites: Designed by the University of Wisconsin-Madison, WIDA assessment measures learners' English language proficiency against a set of proficiency levels (Entering, Beginning, Developing, Expanding, Bridging, Reaching). It can be used to identify EAL needs, make decisions about placement, track progress and provide summative assessment.
- Bell Foundation EAL Assessment Framework: This assessment framework allows teachers to gather data about the learner for initial assessment purposes, track their progress over time and set appropriate targets within one on-going formative assessment framework.
- The Northern Association of Support Services for Equality and Achievement (NASSEA) EAL Assessment Framework: This assessment framework also allows teachers to gather data through observations and track learners' progress and set targets with a focus on communicative behaviour and personal development for bilingual learners.
- Common European Framework of Reference (CEFR): The CEFR was created by the European Union as an international standard used to describe language ability in any language, with a focus on what the learner is able to do in that language in the real world. The levels range from A1 Beginner to C2 Proficient.

The first three assessment schemes are designed for cross-curricular use by both EAL specialists and subject teachers and consider the EAL learners' English language abilities within the setting of mainstream classrooms. The scope of the CEFR goes beyond the mainstream classroom, meaning it is not language or context-specific and doesn't provide the cross-curricular context which the other assessments do (University of Cambridge, 2011). As a result, the CEFR is usually used in conjunction with one of the other EAL assessment frameworks rather than by itself.

Some international schools use online placement tests to determine whether new learners should join the EAL programme. Examples of such tests at the time of writing include the Cambridge English Placement Test, the Oxford Placement Test, and the International Test for English Proficiency. These tests are generally used in conjunction with a spoken interview conducted by the school to assess learner's oracy skills ⏩ **(Speaking skills and oracy development (Part A))**.

Key concepts in EAL

We will now explore two key concepts in EAL: inclusive pedagogy and research into language acquisition.

Inclusive pedagogy

Principles of effective EAL teaching

The Bell Foundation, a leading authority on EAL provision, outline five key principles of effective EAL teaching (2024a):

- Recognising multilingualism as an asset by encouraging the use and development of the full repertoire of languages which the learner knows.
- Having high expectations of EAL learners, ensuring they feel motivated and challenged.
- An integrated approach to learning content and language.
- Effective and holistic assessment.
- Social inclusion.

These principles address some common misconceptions about the teaching of EAL, especially in international school contexts, as follows:

- **Multilingualism as an asset:** Learners can sometimes be discouraged from using their home language, with schools promoting 'English-only' approaches in academic settings. This practice is contrary to a growing body of evidence into the benefits of using a learner's L1 in the classroom (see Kerr, 2019). See ⏩ **Using learners' L1s in the classroom (Part A)** for more on this.
- **High expectations:** EAL learners are too often viewed through a deficit lens. There is often a focus on lack of ability, lack of achievement, or deficiency of individual learners. Contrary to this **deficit model**, having high expectations means believing that all learners can fulfil their potential. It ensures that all learners feel challenged, and that the right support is in place to help all learners access the mainstream curriculum.
- **An integrated approach to learning content and language:** In some contexts, models of EAL provision focus too much on general English skills development (such as one might encounter in an EFL classroom), and not enough on supporting learners to develop curriculum-related communication and language skills. In many contexts, there is a lack of collaboration between EAL specialists and subject teachers, meaning a lack of dialogue regarding ⏩ **co-planning and co-teaching (Part A)**, and therefore (essentially) co-support.
- **Effective and holistic assessment:** Effective assessment involves more than just measuring academic achievement in the form of a grade or mark. Instead, it aims to assess a broader range of skills to build a clearer picture of a child's overall strengths and areas for development, in areas including communication skills, social skills, autonomy, and so on. We should therefore be aware of common pitfalls when using standardised tests. For example, testing learners' verbal reasoning skills in English when they are at the early stages of acquiring the language is unlikely to yield accurate data. Instead, alternative plurilingual methods may be needed, but these are not always commonplace.
- **Social inclusion:** The inclusion emphasis is often on helping EAL learners access the curriculum. However, academic inclusion is only one strand of inclusive practice ⏩ **(Types of inclusion (Part A))**. Often schools need to do much more to foster a sense of belonging to ensure learners feel like a valued part of the whole school community.

Implications

The key principles outlined by the Bell Foundation are a commentary on the state of EAL provision in 2024. They encourage us to carefully consider how EAL learners may be viewed in our own context. They prompt us to reconsider our approaches to both assessment and inclusion. They also ask us to reflect on our role in supporting all learners with their language acquisition. There are techniques to support the enactment of these principles throughout this book.

Types of inclusion

The principles outlined by the Bell Foundation highlight the importance of social inclusion. Evans et al. (2020) expand on this to cover a range of types of inclusion. We have added our own examples of each type of inclusion to the table to provide more context.

Type of inclusion	Examples
Social inclusion Ensuring learners and their families are included in all aspects of school life and the school community.	Inducting families into the school community. Ensuring access to social extra-curricular activities, clubs, and societies.
Academic inclusion Ensuring all learners have equal access to the learning experience. Removing barriers, enabling and encouraging participation.	Clear assessment to identify needs. Effective interventions. Support with transitioning between key stages.
Linguistic inclusion Equity for learners' communicative resources; valuing and embracing the use of home languages in the school community.	Making home languages present on displays and signs around the school. Translating communication for learners and caregivers into home languages. Delivering workshops for parents and caregivers in home languages.
Attitudinal inclusion Demonstrating inclusive attitudes both as individuals and as a whole school community.	Having high expectations of learners. Avoiding the idea that EAL learners have a deficit. Embracing multilingualism and plurilingual approaches.

It is important to note that these types of inclusion are not mutually exclusive. In a classroom context, a teacher might choose to group learners for an activity in a way that promotes social inclusion, they might provide ⏩ **scaffolding (Part A)** which ensures social and academic inclusion for all, and they might use translation as an act of linguistic inclusion in the classroom.

Implications

Ensuring that EAL learners are included requires more than just changes to our teaching. It involves building a whole-school culture of inclusivity that is prioritised by school leaders and embodied by all.

You can find many strategies to support academic inclusion in Part B, where our primary focus is on supporting EAL learners in their academic development, with ⏩ **Chapter 7** focussing specifically on Inclusive approaches. The techniques often demonstrate other types of inclusion too, for example ⏩ **Laying the foundations for translanguaging** demonstrates linguistic inclusion, while ⏩ **Translated assessment criteria** demonstrates attitudinal inclusion. ⏩ **Part C** explores techniques for addressing other forms of inclusion, such as social inclusion in ⏩ **Ideas for community displays** or ⏩ **Family engagement through home languages**.

Culturally sustaining pedagogies

A **culturally sustaining pedagogy (CSP)** refers to inclusive teaching practices that aim to sustain learners' own cultural and linguistic identities at the same time as they learn through an additional language (Paris, 2012). CSPs promote equity and ensure learners' own identities are present and respected in an educational setting.

In *Teaching Young Multilingual Learners*, de Oliveira and Jones (2023) share various practices which contribute to CSP, which they call 'Practices to enact culturally sustaining pedagogies', shown in Figure 1.

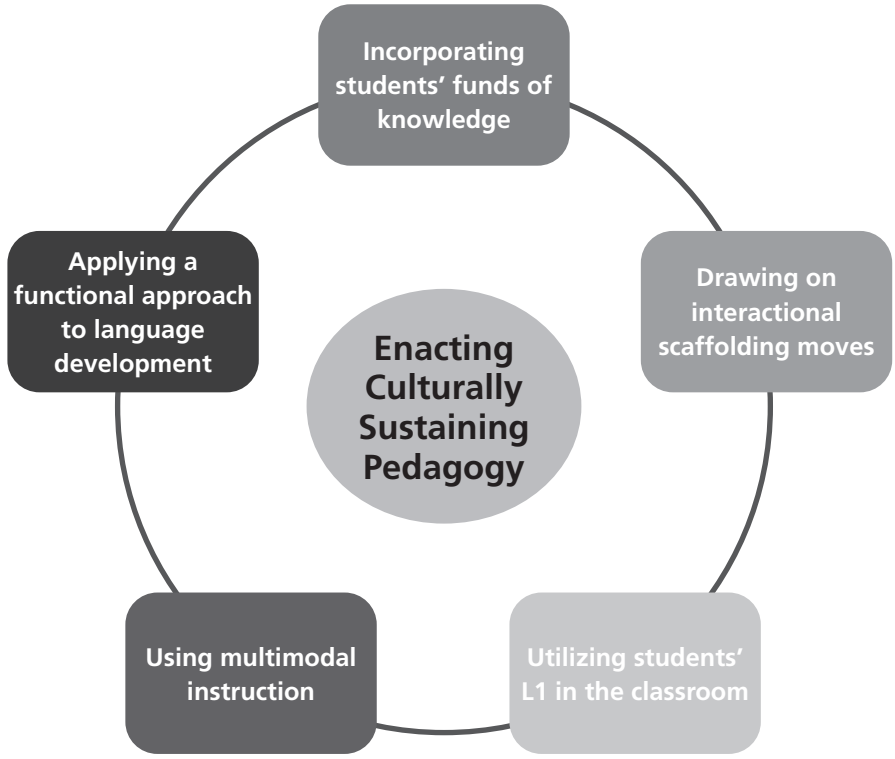

Figure 1 Practices to enact culturally sustaining pedagogies

Funds of knowledge

It is important to remember that our EAL learners don't come to our classrooms as blank slates. They have already been learning within their respective communities, building up **funds of knowledge (FOK)**. This term was originally coined by Moll et al. (1992) and is defined by de Oliveira and Jones (2023) as 'the dynamic knowledge, skills, and practices developed in households and communities'. All this knowledge is a useful resource waiting to be exploited for further learning.

Sharples (2021) states that one of the major findings of the FOK project led by Moll is that within their own communities children are seen and treated as active participants alongside the more knowledgeable adults in the community. In contrast, in schools there is a tendency to place the teacher, the authoritative adult, apart from the learners at the front of the classroom rather than alongside them. Having said that, many schools and teachers are now striving to change this.

Implications

Building on learners' FOK builds rapport and fosters belonging. FOK can be activated to support understanding of new content in the new language, which in turn contributes to learners' success and self-confidence. In Part B, we refer to the importance of accessing prior knowledge and experience in sections like ⏩ **Visible thinking routines (Chapter 4)** and ⏩ **Before reading or listening (Chapter 6)**.

Scaffolding

Scaffolding refers to support given to learners during the learning process, whether inside or outside a classroom. This support helps to develop a skill or bridge a gap in knowledge or understanding to enable learners to successfully complete activities. The support the teacher provides is gradually removed over time as learners become more independent. Scaffolding is a fundamental part of effective teaching.

Interactional scaffolding refers specifically to support provided during classroom interactions and discourse. It is also known as **contingent scaffolding**, a term attributed to Wood et al. (1976), and is a practical application of an instructional theory outlined by Lev Vygotsky.

Examples of interactional scaffolding techniques outlined by de Oliveira et al. (2023) include:
- Linking new learning to prior experience.
- Clarifying what learners say with follow-up questions or the help of the learner's L1.
- Purposeful repetition, such as providing cues to help learners self-correct.
- Elaboration, such as providing additional information to build understanding.
- Asking probing questions (for more details, see Sherrington and Caviglioli, 2020).

Beyond these techniques, there are a whole range of ways in which teachers may support learners to develop their language skills.

Implications

Through interactional scaffolding teachers can create a positive classroom environment that fosters meaningful classroom interactions. As a result, learners feel that their contributions are valued when they are given a chance to express their understanding of the learning content.

In Part B, we include many techniques related to interactional scaffolding. For examples, see ⏩ **Live modelling (Chapter 1)**, ⏩ **Vocabulary records (Chapter 2)**, ⏩ **Oracy development (Chapter 4)**, and ⏩ **Correcting spoken errors (Chapter 4)**.

Using a multimodal approach

De Oliveira & Jones (2023: 11) state that sharing learning content in only one way (or **mode**), such as only as a written text, 'fails to capture the entire meaning' of a text or resource. They emphasise the importance of multimodal instruction to support learners in accessing curricular content, as they won't have to rely solely on linguistic information. Examples of **multimodal approaches** include:
- Reading subtitles while watching and listening to a video.
- Reading an infographic which includes both text and images.
- Providing support for spoken instructions, for example through gaze, gesture, posture, written instructions and/or demonstration.

The **modality effect** states that presenting content in two different ways, for example as images along with spoken language or as written words supported by their spoken form, can aid memory (Castro-Alonso and Sweller, 2020). This is referred to as **dual coding**, and it should influence for how we present information to learners.

Implications

It is easy to fall into the trap of simplifying learning materials and instruction to allow EAL learners access to content. However, teachers must find ways to keep the challenge high and accessible at the same time. In ⏩ **Chapter 1 Effective instructions**, we refer to multimodal approaches frequently. We also outline the value of multimodal instruction through techniques such as the ⏩ **Picture Word Inductive Model (Chapter 3)**.

Functional approaches to language development

Functional approaches to language development emphasise that language is a tool for communication, and therefore a resource for making meaning. Learners are encouraged to explore meaning in texts with an emphasis on function within a social setting, for example the impact of an author's choices on their reading audience.

A functional approach contrasts with **structural approaches** to language teaching and learning. A structural approach typically involves learning a language in a systematic and predefined manner, with a gradual progression in challenge. Learners typically need to master specific language structures before they can move on in their learning. This is the way that many non-specialists believe languages should be learnt, based on their own classroom experience of language learning. In EAL, it is not possible to take a structural approach. There are simply too many skills and too much language for learners to acquire in the short time available. Added to this, the needs of

EAL learners are so varied that it would be impractical, time-consuming and less relevant to learners to package curriculum content in such a way.

Implications

A functional approach to language development exposes EAL learners to **metalanguage** (language about language) and encourages them to focus on how language works. Teachers need to facilitate these discussions about language across different subject areas. We refer to functional approaches throughout Part B of this book. ⏩ **Chapter 2 Introducing new vocabulary** and ⏩ **Chapter 3 Further vocabulary development** suggest ideas to teach new language, including a section dedicated to ⏩ **Functional language (Chapter 3)**. ⏩ **Chapter 6 Working with texts** also takes a functional approach.

Using learners' L1s in the classroom

EAL learners' plurilingualism has for a long time been mistakenly seen as a deficit. This is because the focus has been on their lack of English language proficiency, which was seen as a barrier to subject learning. Through that lens, it is not surprising if a school's initial response to EAL learners' needs is adopting an English-only policy rooted in the Monolingual Principle.

The Monolingual Principle is the belief that the best way to teach a language is to only use that language, leaving no space for the use of a learner's L1 (Sharples, 2021). This approach to language teaching is deeply rooted in most education systems around the world, especially when it comes to teaching English. However, there is increasing evidence from research which shows that supporting learners' L1 development also helps them to learn additional languages (see Hall and Cook, 2012, for a research summary).

Teachers' use of a learner's L1 in class has been found to contribute to learners' cognitive growth, as well as to their emotional, social and cultural capital (de Oliveira & Jones, 2023) or knowledge base. Research studies have also highlighted the importance of using EAL learners' languages as a resource through pedagogical **translanguaging**, an instructional approach that uses the learner's whole linguistic repertoire to improve their language and content learning (de Oliveira & Jones, 2023). Translanguaging techniques making use of more than one of the learners' languages include:

- Learners preparing initial drafts of written work in their first language.
- Learners doing online research in a first language.
- Staging discussions in ways that make use of first languages for scaffolding.
- Note-taking in a first language during viewing or reading activities, then translating key points into English.
- Providing (or having learners create) glossaries of key words in their first language.
- Including learning objectives that support EAL learners (such as explaining content to others in a first language).
- Encouraging the use of first languages in speech and writing for words not yet known in English.

The question teachers and leaders often grapple with is *Should we allow learners to use their first language?* Translanguaging practices require a shift in mindset for some teachers, as it requires them to relinquish control of which language learners use in the classroom. It can feel intimidating and overwhelming at first as teachers need to trust that the learners are not taking advantage of their freedom to use a language the teacher might not understand. However, with time, translanguaging can be a valuable addition to the teacher's toolbox, once they learn to ask *How do we embrace the judicious use of other languages?*

Some of the examples above imply that teachers should plan for translanguaging opportunities in class rather than let such opportunities arise naturally. This is referred to as a **fixed language approach,** and takes a somewhat rigid view as to how learners might switch between using their different languages. However, some scholars are exploring possibilities for translanguaging beyond the idea of carefully-planned events in the classroom. They prefer to view the classroom as a flexible communicative environment in which spontaneous translanguaging is commonplace, replicating how these acts might occur in dynamic, real-world contexts outside the classroom (Bonacina-Pugh et al., 2021).

Embracing translanguaging is also more than using a set of pedagogical principles, it is a stance regarding the value of learners' own cultures and languages. For this reason, and as mentioned at the beginning of this section, the