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**HOUNSLOW
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Teaching Beginners in Secondary Schools

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Introduction

This booklet is aimed at those teachers, whether they be language specialists or mainstream subject teachers, currently working with secondary pupils who have an initial, limited proficiency in English. These pupils are usually referred to as 'Beginners' or 'First Stage Learners', terms which essentially define pupils who are relatively new to English and who, in effect, are not only learning social and everyday English, but who are also having to pursue their educational studies through the medium of a second or additional language.

It should be stressed at this point that this booklet focuses almost exclusively on the needs of beginners in secondary schools and does not seek to address the needs of pupils with more advanced skills in English. However, the theory and approaches covered here, relating to second language acquisition, do apply to pupils learning English at all levels.

Important Note:

Parts of this booklet are much more relevant to specialist EAL teachers, such as the principles of second language acquisition in Chapter 1. Other sections are relevant to all teachers such as the section on progress and the description of the QCA EAL scale. Sections which are particularly informative for mainstream subject teachers include the range of pupil language experience, pastoral support and beginners in mainstream lessons.

Outline

In chapter one, we explore theories relating to second language acquisition and principles which are considered by researchers to contribute to successful language learning. This includes a discussion of the following:

- the role of the students' first language (L1)
- the silent period
- the readiness of the learner to acquire language
- teaching to accommodate a variety of learner styles.

Chapter two examines four different approaches to teaching language which incorporate the learning principles outlined in chapter one. Lesson plans to illustrate these approaches are provided. A discussion about the types of provision for EAL students is also included here. The ideas and approaches put forward in these chapters encourage reflection about the nature of EAL teaching and learning.

In chapter three, we look at initial assessment procedures for beginners new to English and go on to explore the possibilities for running a language induction course, as well as procedures for systemising it. This section also looks at how you can chart beginners' progress and includes an overview of assessment procedures.

Chapter four goes on to look at how the pastoral system can best support beginners. This gives advice to both subject, EAL teachers and form tutors on approaches and strategies that can support pupils.

We hope that the materials and ideas in this booklet prove to be a useful guide for all teachers involved in teaching beginners new to English.

Chapter 1

Beginners new to English and Second Language Acquisition

Beginners New to English

Beginners new to English are learners who arrive in school with little or no knowledge of the English language. Although, these pupils should be immediately obvious in terms of their needs, it is extremely important to realise from the outset that these learners will differ on a number of variables, and that these variables are important as they may determine the rate at which learners will acquire English and how successful they will be in engaging with the curriculum.

Prior schooling and recent experience

Some pupils may have had little or no prior education in a formal sense. They might be completely new to schooling or have had periods of interrupted education. This relates, in particular, to refugee pupils who may also have experienced traumatic events. These pupils arrive in school with varied experiences of education and literacy. Added to this, they may have experienced exposure to war and conflict, loss of family and home, shock and trauma, bereavement or a sudden change in living standards and status. Family circumstances will be variable (absent fathers or mothers, unaccompanied pupils etc) and housing may well be temporary or inadequate. The length of time it takes pupils to settle and integrate into school life, acquire the second language and develop the necessary literacy skills in order to cope with the curriculum will depend on these contributing factors. The following points need to be considered to help refugee pupils adjust to life and learning in school.

- Teachers may need to identify the areas where support can be given. This may involve liaising with the EAL teachers, language assistants, mentors, teaching assistants or SEN staff .
- An individual action plan should be developed for the pupil, targeting areas of learning or pastoral issues and the time needed to support the pupil. This may have to take into account how long is needed to develop the appropriate language skills.
- A policy on refugees developed by the school would be an important step in helping the integration of refugee children and in responding to their educational needs. The Hounslow Language Service booklet, 'Access and



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વધારે માહિતી માટે મહેરબાની કરીને અમોને મળો.

যদি আপনার আরোও কিছু জানার থাকে, তাহলে আমাদের যোগাযোগ করুন।

Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

اگر آپ کو مزید معلومات دیکار ہیں تو ہم سے رابطہ قائم کریں

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Nëse dëshironi më shumë informata, ju lutemi kontaktoni qendrën tonë.

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