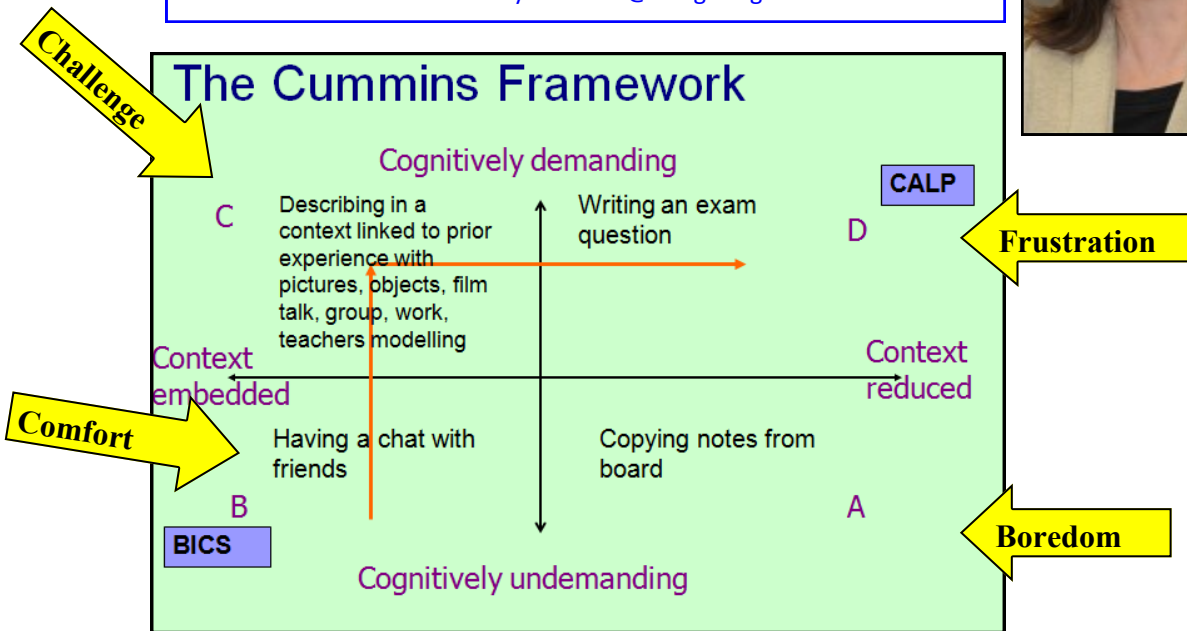


The best learning takes place in the Challenge Zone, where there is high demand with lots of context to support it.

Michelle Stanley, Senior Consultant, Ethnic Minority Achievement Service
michelle.stanley.camb-ed@islington.gov.uk



The Cummins Framework



Ideas for activities to support pupils to overcome the writing difficulties

Loop games - matching key words and definitions/ matching key words and words associated with them/ matching two halves of collocations'
Bingo with idioms and literal meanings
Vanishing Cloze exercises
Idioms Pictionary
Odd man out
Pass the Buck

We may not notice errors in talk but writing makes correct and incorrect forms visible.

Advanced EAL Learners are likely to be good at:

Spelling and punctuation
 Figurative language
 Length and paragraphing

Taken from Lynne Cameron, 'Grammar for Writing'.

EAL Learners may struggle with:

Prepositions (below level 5)
 Use of genres
 Sentence grammar
 Clause structure
 Adverbials
 formulaic phrases and collocations / 'small words'
 endings and agreements
 consistency of verb tense/ modality

Functional linguistics
The Mode Continuum



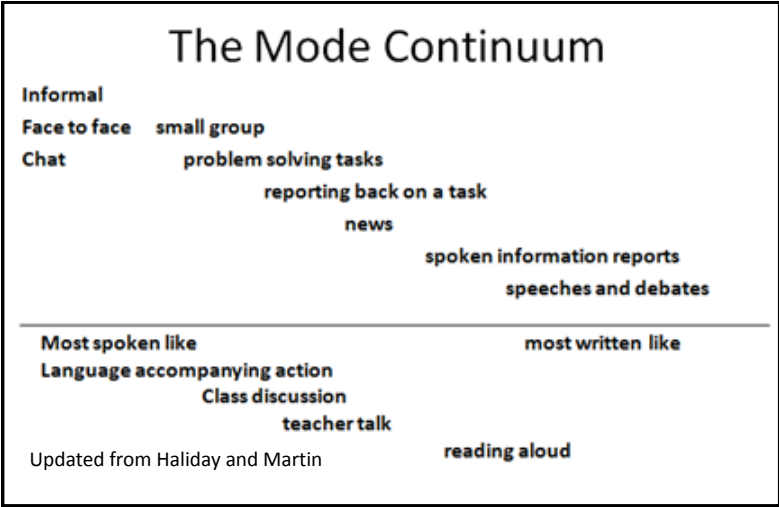
Most spoken like

most written like



Students need to use the right language for the right occasion !

Identify the features of formal talk and find opportunities to explicitly teach it and give pupils opportunities to practise it as in the activity below. The talk in the group will be exploratory talk, but if pupils are asked to prepare their feedback to the class, this will move along the mode continuum into more formal talk. One pupil in each group can act as a 'language observer' and feedback on language used by the group.




Sequencing and Justification Activity


Sequence in order of desirability as a companion if you were shipwrecked on a desert island.

Justify your sequence


Lady Macbeth may be resourceful but she would almost certainly put her wellbeing ahead of mine!




Cordelia from King Lear




Lady Macbeth



Hamlet



Romeo

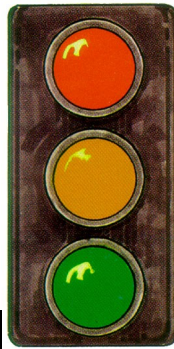


As well as having 'language observers', other strategies to promote formal talk include teacher modelling; role play (by the speaker and the listeners); being explicit about the task and the language required .

Ideas for formal talk in the classroom

- ⇒ Barrier activities
- ⇒ Traffic lights
- ⇒ Role play
- ⇒ Hot seating
- ⇒ Think pair share
- ⇒ Washing line
- ⇒ Talk stations
- ⇒ Discussion cards
- ⇒ Triads
- ⇒ Diamond nine

Traffic Lights:
Colours used to for rating activities and generating discussion



Barrier Games:

Barrier games are simple interactive pair activities where children need to find out information from their partner through talk. They need to speak clearly and actively listen to complete a task. The games help children learn how to give clear instructions and descriptions, listen well and ask good questions for clarification



'A barrier game labelling plants— each player has some of the labels and some of the pictures

Making a Poem Accessible

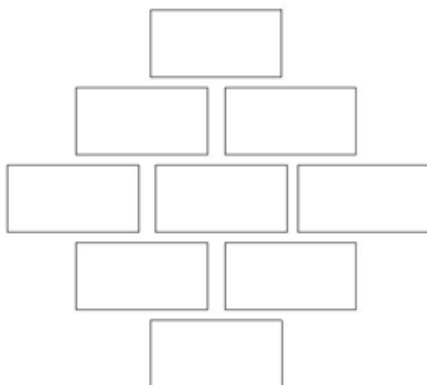
Create two grids with information about a poem. One grid can be cut up into cards and then the cards can be placed on the remaining grid. This could be adapted to create a Loop or barrier game.

Find Resources on Collaborative Learning:

<http://www.collaborativelearning.org/englishpoetryonline.htm>

Example—Daffodils by W. Wordsworth

| | | | | | | | |
|--|---|--|---|---|--|--|--|
| <i>"wandered"</i> | <i>This means a large number of people or things.</i> | <i>daffodils</i> | <i>These are two verbs - action words - describing the movement of the flowers in the wind.</i> | <i>This means to go from place to place without a special reason or purpose or direction.</i> | <i>host</i> | <i>These are yellow spring flowers.</i> | <i>"Fluttering and dancing."</i> |
| <i>This is what we call the shining band of stars in the universe.</i> | <i>Yes</i> | <i>"lonely as a cloud"</i> | <i>This is an example of personification - when an object is given human characteristics</i> | <i>milky way</i> | <i>This poem has a rhyme scheme which means that many of its lines end in words which have a similar sound or even the same sound.</i> | <i>This is an example of a simile.</i> | <i>"Tossing their heads in sprightly dance."</i> |
| <i>"but they out-did the sparkling waves in glee."</i> | <i>Here the poet means that he did not realise that the sight of the daffodils would mean so much to him, or give him so much pleasure to remember.</i> | <i>"sparkling"</i> | <i>This word means jolly or cheerful.</i> | <i>This means that the daffodils danced more and seemed even happier than the waves on the water.</i> | <i>"I gazed - and gazed - but little thought What wealth to me the show had brought."</i> | <i>This is an adjective describing the waves which shine and flash in the light.</i> | <i>jocund</i> |
| <i>"oft"</i> | <i>This means in a quiet and thoughtful mood.</i> | <i>This means that when the poet is sitting quietly, the sight of the daffodils flashes into his memory.</i> | <i>"And then my heart with pleasure fills, And dances with the daffodils."</i> | <i>This means often.</i> | <i>"In vacant or in pen-sive mood."</i> | <i>"They flash upon the inward eye Which is the bliss of solitude."</i> | <i>This is an example of a rhyming couplet.</i> |



Diamond Nine

This technique is great for generating discussion through group interaction when there is no correct or obvious answer. It encourages consideration and in-depth thinking. Place key words, statements or pictures on nine cards. The learners then place them in order of importance, their opinion of what is the most important on the top, followed by a row of two less important below, then a row of three, then another row of two and finally the least important is placed at the bottom, creating a diamond shape.

Use pictures and first language in lessons to provide challenge and support

Search for my Tongue

Sujata Bhatt

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one, the mother tongue,
and could not really know the other,
the foreign tongue.

You could not use them both together
even if you thought that way.

And if you lived in a place you had to
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth
until you had to spit it out.

I thought I spit it out
but overnight I dream,
(munay hutoo kay aakheejeebh aakhee bhasha)

(may thoonky nakhi chay)

(parantoo rattray svupnama man bhasha pachi aavay
chay)

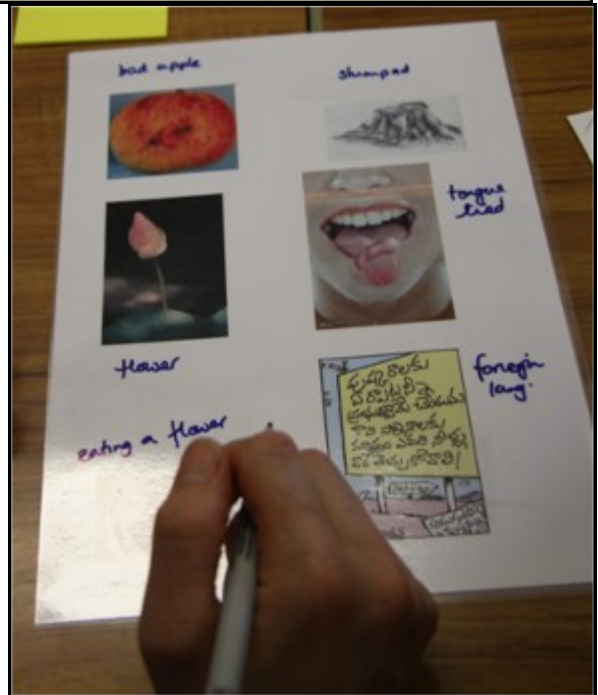
(foolnee jaim man bhasha man jeebh)

(modhama kheelay chay)

(fullnee jaim man bhasha man jeebh)

(modhama pakay chay)

it grows back, a stump of a shoot



Studying a poem can be very challenging and frustrating for EAL students.

Here the poem, 'search for my tongue' has been described in visual form and presented to the students to label. They can then match phrases in the poem to the pictures, before being introduced to the whole text.

Provide pictures to help students predict what the poem might be about

Make activities context embedded.

Provide context links to prior experience, pictures, objects, film talk, group work, with teachers modelling. All learners will benefit from this too!