



Developing literacy for a multilingual world



The EAL Academy Online Course Participant Handbook

## Welcome to the course



Welcome to our Extended Online EAL Course. We hope you find it an enjoyable and fruitful course which directly impacts and improves your practice.

The achievement of EAL learners is a crucial issue across the UK and in international schools around the world. Rather than posing a problem, EAL learners present schools with a valuable opportunity to improve progress scores and develop the academic literacy of every pupil in the classroom by embedding EAL-friendly mainstream classroom teaching strategies.

The course lasts six months and you should aim to complete one unit per month over that period. There are no scheduled interactions so you are able to complete the work at any time that suits you. Interactions with the other course participants and tutors take place via group discussion forums on our online platform - Moodle. If you require additional support you can also arrange a live online tutorial with the tutor directly.

On successful completion of the course you will receive a signed certificate to demonstrate your achievement.

Good luck!

A handwritten signature in black ink that reads "Graham Smith". The signature is written in a cursive style.

Graham Smith, Director

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## Time requirement

The course requires up to seven hours of engagement with the learning resources for each unit and up to a further ten hours for completion of each assignment. Most participants complete the course within approximately 90 hours of study.

## Course overview

### Course aim

To raise awareness of the practical and theoretical issues surrounding the achievement of pupils with English as an additional language, both those new to English and more advanced learners.

On successful completion of this course a participant will be able to:

Learning outcome	
1	demonstrate an understanding of the key issues in the national and international debates around the achievement and assessment of pupils learning EAL
2	consider, plan and evaluate effective support for the learning and language development of beginner and advanced learners of EAL
3	demonstrate an understanding of the factors that are likely to affect the emotional, social and academic development of newly arrived pupils in the country

**The EAL course starts with four compulsory units:**

- 1) EAL beginners in the mainstream classroom
- 2) Advanced EAL learners
- 3) Assessment and tracking
- 4) EAL data: finding it and using it

**Candidates can then choose a further two (elective) units from the following:**

- Refugees and international new arrivals
- Learning in multilingual classrooms
- Parents and communities
- Ofsted and the legal context
- Early years and diversity
- EAL in Wales
- EAL in an international school context
- EAL and SEND
- Science and EAL

*(An overview of all units can be found on page 9)*

**Learning and teaching activities**

Learning content for each unit consists of short reading or viewing tasks. You are asked to respond via an online forum where you can engage with other course candidates and the unit tutor. You will also complete four written assessments. These assessments are in response to materials read and/or small scale action research in the educational setting where you work. Guidance on referencing your work is provided towards the end of this handbook.

## Mode of delivery

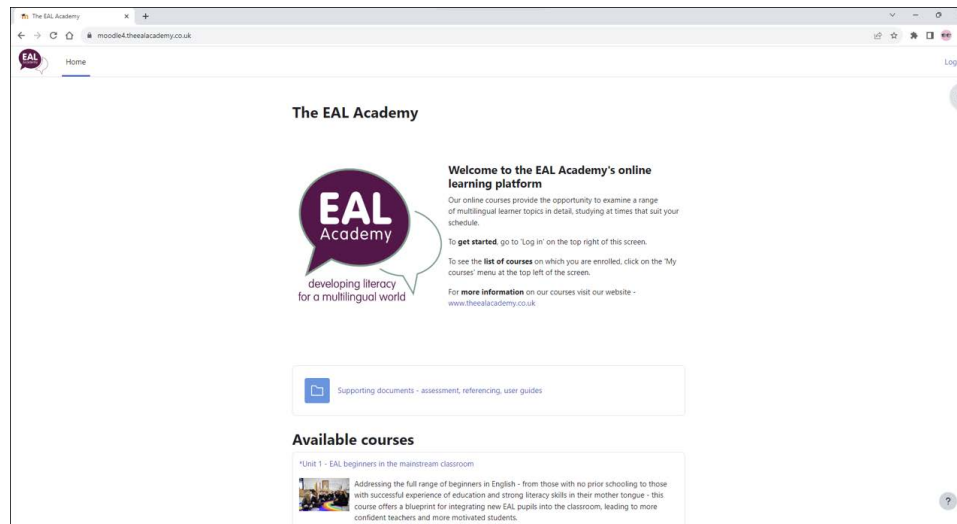
This is a part-time course lasting for six months. However, in exceptional circumstances this period may be extended. All modules are accessible online in the form of a unit narrative, lesson presentations and interactive tasks. Reading lists, articles and short film clips are recommended within each unit and relate directly to the unit assignments.

## Assessment details

In addition to the tasks set in each unit, there are 4 assignments to be completed.

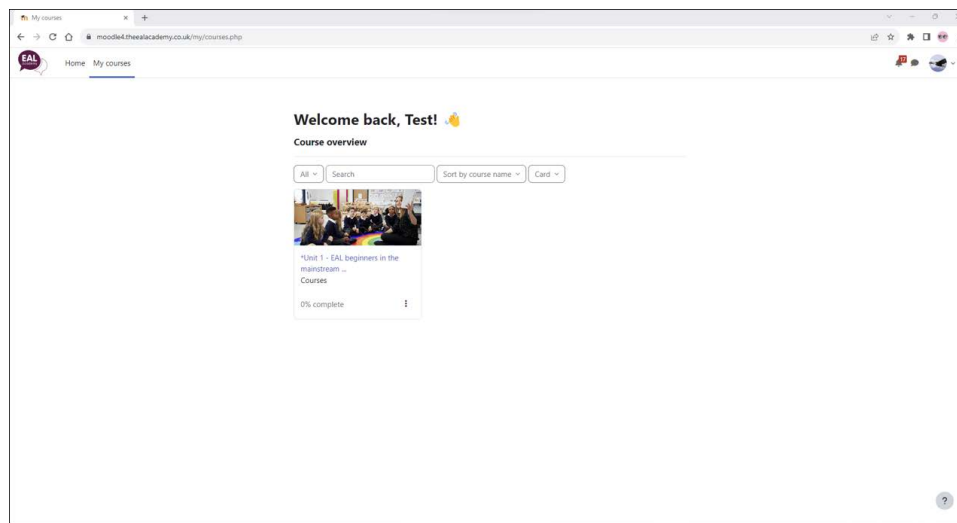
	Assignment 1	Assignment 2	Assignments 3 & 4
Relating to	Units 1 & 2	Units 3 & 4	Elective units 1 & 2
Weighting %	40%	40%	10% each
Grading	40%	40%	40%
Word count	1200	1200	600
Outline details	<p>a) Design a learning task which includes a graphic organiser and explain how you would use it with EAL learners in class.</p> <p>b) Identify examples of good EAL practice in case study schools and explain how you can develop that practice in your school.</p>	<p>a) Explain in detail what steps you would take to assess a newly arrived pupil.</p> <p>b) Write a report for your SLT analysing your school's EAL data (including assessment data) outlining your school's strengths and weaknesses.</p>	See each elective unit for details of assignments.

## Getting started



Your login details will be emailed to you on or before the course start date.

Go to our Moodle homepage to access the course: <https://moodle4.theealacademy.co.uk/>.



The **'My courses'** menu at the top of the screen lists the courses on which you are enrolled.

Click on Unit 1 to get started.

The screenshot shows the Moodle course homepage for 'Unit 1 - EAL beginners in the mainstream classroom'. The page has a left-hand navigation menu with sections like 'Welcome to the course!', 'EAL beginners in the main...', 'Unit assignment', and 'Further reading and viewing'. The main content area is titled '\*Unit 1 - EAL beginners in the mainstream classroom' and includes a 'Welcome to the course!' message and a 'Beginners - discussion forum' section with a '14 unread posts' indicator. Below the forum, there is a section titled 'Working with EAL beginners in the classroom' with key questions and a small image of a school building.

This is the **course homepage**. You will find links to all of the course materials and tasks on this page.

Keep scrolling down to view the entire course. Use the left hand menu to navigate the sections and track your progress through the unit.

The screenshot shows a Moodle discussion forum page for 'Task 1 - Put yourself in their place'. The forum is titled 'Beginners - discussion forum' and has a 'Don't track unread posts' option. The task description asks participants to imagine their school has closed and they have moved to Japan, then to list four things they want their local school to do for their children. A response from 'Shaham Smith' is visible, listing four points: 1. Pair up my children with a buddy, 2. Allocate an adult/mentor for my children so they know which adult they can go to for support, problems or questions, 3. Picture timetable would help, and 4. Communications between the school and myself at least once a week for the first month and feedback on how well my children have settled in.

Please complete all of the tasks and activities, posting your responses to the relevant discussion forum when prompted.

Your tutor will review your posts on the discussion forum, providing comments on some but not all of your posts. You will receive feedback on your assessment tasks.



## Assessment tasks

### **Assignment 1** (covering Units 1 and 2)

- a) Design a learning task which includes a graphic organiser and explain how you would use it with EAL learners in class.
- b) Identify examples of good EAL practice in case study schools and explain how you can develop that practice in your school.

*Maximum 1200 words*

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### **Assignment 2** (covering Units 3 and 4)

- a) Explain in detail what steps you would take to assess a newly arrived pupil.
- b) Write a report for your SLT analysing your school's EAL data (including assessment data) outlining your school's strengths and weaknesses.

*Maximum 1200 words*

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### **Assignments 3 & 4** (covering the two additional/elective units you have chosen)

- a) See individual units for assignment details

*Maximum 600 words*

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## Overview of compulsory units

- **Unit 1 - Beginners in the mainstream classroom**  
Addressing the full range of beginners in English - from those with no prior schooling to those with successful experience of education and strong literacy skills in their mother tongue - this unit offers a blueprint for integrating new EAL pupils into the classroom, leading to more confident teachers and more motivated students.
- **Unit 2 - Advanced EAL learners**  
This unit looks at the application in the classroom of the key theories that explain how we can teach EAL learners to manage the language demands of the curriculum at an increasingly high level.
- **Unit 3 - Assessment and tracking**  
This unit looks at both the initial and ongoing assessment of EAL pupils. It covers expectations of progress and factors that affect the progress of EAL pupils.
- **Unit 4 - EAL data: finding it and using it**  
This unit looks at the data about EAL learners that is freely available in the public domain. It also explores how we can use data to improve EAL provision in school.

## Overview of elective units

Upon completion of the four compulsory units, candidates can then choose a further two (elective) units from the list below.

- **Refugees and new arrivals**  
This unit is about international new arrivals. This includes refugees and asylum seekers, and as they are a group constantly referred to in national news media it is important to understand who we are talking about.
- **Learning in multilingual classrooms**  
This unit looks at the choices we make about which language to use and the ability of many pupils to operate effectively in two or more languages.
- **Parents and communities**  
This unit looks at good practice engaging with black and minority ethnic parents and communities. It includes an audit of good practice tool and highlights key reports.

### ■ **Ofsted and the legal context**

This unit explores what Ofsted has to say (or not say) about EAL and about the impact of the Equalities Act 2010 on what happens in schools generally as well school inspections in England.

### ■ **Early years and diversity**

This unit examines how we can best develop the English of multilingual learners in early years settings and develop settings that reflect the diversity of the communities they serve. Some of the material will reinforce things that you have learnt in the other units as good practice for young children is good practice for all children. However, the readings and articles are specifically for the younger learners and references will be made to the Early Years curriculum.

### ■ **EAL in Wales**

Over the last ten years, the EAL landscape in Wales has changed dramatically. Numbers of EAL learners have continued to rise, diversity of languages and ethnic minority learners has grown and funding arrangements to support these pupils have been transformed. Together with this, the Welsh Government has launched the New National Curriculum for 2022. This course looks at EAL in the context of a country where there are two official languages.

### ■ **EAL in an international school context**

This unit looks at some key aspects of EAL provision, such as the range of assessment arrangements and the falling number of native English speakers able to provide good models of English, from an international school perspective.

### ■ **EAL and SEND**

This unit considers the different types of learners and explores how professionals might distinguish between pupils' language needs and pupils with learning difficulties. It demonstrates effective provision for pupils who are learning English as an additional language and whose progress may be causing concern. The course also explores appropriate assessment procedures and provision.

### ■ **EAL and science**

This cross-phase unit explores the language of science and the issues faced by pupils with English as an additional language in science lessons. It provides a range of approaches and resources to support learners of all ages in the science classroom.

## Guidance on creating references and citations

As this is a university accredited course it is important to reference the work of others in your assignments.

Referencing your work is one of the ways to demonstrate that your opinions are informed and built on work conducted by experts in your field. There are a number of different ways to reference your work but one of the most popular is the Harvard Referencing system. Using the Harvard referencing system, for example, supports your work in a number of important ways:

1. Sharing research.
2. Giving credit the work of others.
3. Verifying your evidence.
4. Giving your work a level of authority.
5. Indicating wide reading.

Remember, not referencing can sometimes look like academic dishonesty or plagiarism. Showing exactly where your information has come from demonstrates that you are consciously drawing on the work of others and not pretending that it is your own.

(The above guidance is taken from <https://www.gre.ac.uk/articles/ils/referencing>)

The clearest advice we have come across on citations and referencing can be found here:  
<https://www.librarydevelopment.group.shef.ac.uk/referencing/harvard.html>.

## Making a success of your online learning

Here is some useful guidance for making a success of online learning.

<https://onlinelearninginsights.wordpress.com/2012/09/28/five-step-strategy-for-student-success-with-online-learning/>



## Contact information

If anything is unclear or you would like some support tackling specific tasks or assessments, please get in touch with your tutors:

Graham Smith, [graham.smith@theealacademy.co.uk](mailto:graham.smith@theealacademy.co.uk)

Marc Thompson, [marc.thompson@theealacademy.co.uk](mailto:marc.thompson@theealacademy.co.uk)

If you are experiencing any difficulties with the online learning platform, please contact our Business Manager:

Rebecca Smith, [rebecca.smith@theealacademy.co.uk](mailto:rebecca.smith@theealacademy.co.uk)