

## **Example of a classroom lesson which typifies strategies for EAL learners reflecting the cultural diversity of the school.**

The class	Year 6, 30 pupils of which 26 were bilingual pupils
Language stages	3 x Stage 2, 3 x Stage 3, 20 Stage 4
Focus of group work	History - identifying and naming and describing musical instruments
Languages represented	Punjabi, Urdu, Gujarati, Hindi, Arabic, Kurdish.
Location	Urban school, 85% bilingual

### **Background**

The class teacher in partnership with the language support teacher had taught the pupils about the events of Tudor and Mughal history with the whole class. Then the two teachers planned to extend this theme with a focus on aspects everyday life during those times starting with music The lesson comprised a)whole class teaching b) group activities(mixed language levels and ability groups) c)pairwork.

### **Groupings**

Stage 2/3 EAL pupils

1. paired with Stage 4/ monolingual peers for role models and for interaction
2. located on two tables to encourage peer home language support and to facilitate frequent intervention from the language support teacher.

### **Resources**

- tick chart with instrument names
- contemporary pictures showing groups of instruments
- word bank of sound descriptors
- artefacts - recorders and tablas
- reference books for children's further research
- a selection of multilingual labels(names of instruments etc.)

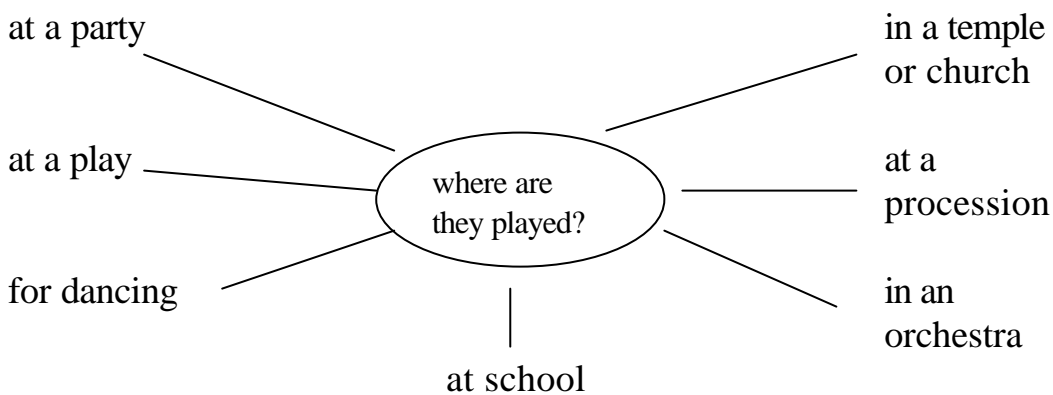
## The activity

We told the class that they were going to be learning about musical instruments of Tudor/ Mughal times.

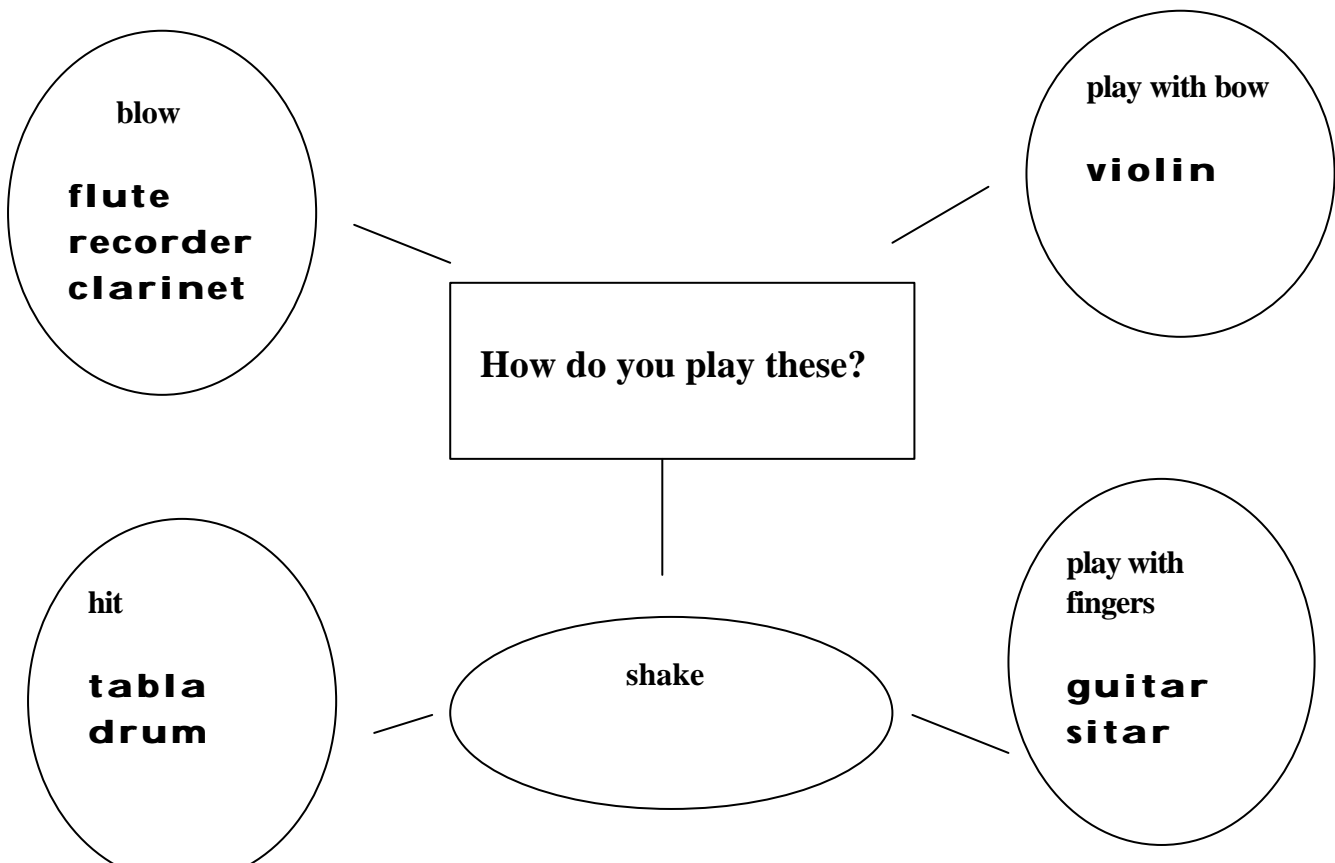
## Activating prior knowledge

1. In groups of three pupils

- listed instruments they already knew
- showed in a diagram the contexts in which these instruments are played - teacher / class feedback



- pupils grouped instruments - showed groupings on diagram





## **Making connections**

- teacher received feedback on board and supplemented with key words and new lexis.

## **Thinking through listening**

### 2.Paired activity

- Children listened to a tape of Tudor/ Mughal instruments supported by labelled pictures and using a tick chart (ticking and numbering)
- pupils responses checked as a class.

## **Thinking through reading**

3.Introduced descriptive lexis for instruments by asking pupils for examples of sounds eg.high / low, buzzing / whistling

4.Pupils listened for a second time supported by memory bank / prompt list

- added appropriate adjectives to tick chart

## **Thinking through viewing**

## **Reconstructing information on matrix**

5.Using contemporary pictures pupils in pairs (Tudor or Mughal)

- described the scene to each other
- recorded descriptions on grid

setting	country	event / purpose	instruments	sounds

## Changing information from one format to another

### Complete written draft

6. Individually with support from language support teacher used grid to complete a descriptive piece of writing

7. Writing collected and redistributed with pupils matching descriptions to the displayed pictures with added constructive feedback. Writing displayed with pictures.

8. In pairs - pupils formulated a question about a chosen instrument for research in the next session.

e.g.

Q. What was a sitar made of ?	A.
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9. Homework / preparation for next session

Parents where possible helped produce multilingual labels (names of instruments etc.) for class display.

10. Follow-up session - research (from formulated questions) for class quiz, redrafting of descriptions, display of labels.

### Cognitive strengths of the lesson

- identifying, naming and describing musical instruments
- making connections between a variety of sources of knowledge
- applying the knowledge learnt a) to complete a piece of writing  
b) to formulate further questions
- transferring information from one format to another
- classifying
- interpreting visual and aural evidence.

### Other benefits (for EAL and all pupils)

- children were enabled to share cultural experiences
- co-operative learning enabled pupils at earlier stages to participate in more cognitively demanding tasks

- writing activity was made accessible to EAL learners(earlier stages) by means of providing a differentiated recording activity (grid to reconstruct information)

## **Principles**

1. Teacher elicits and encourages pupils to share prior knowledge and learn from each other.
2. Use of appropriate resources, visual, aural, scaffolding, artefacts etc. to facilitate learning and teaching of EAL and knowledge.
- 3 Curriculum reflects cultural diversity of the school
4. Bilingual pupils should have full access to and involvement in the whole curriculum.
5. Engaging the pupils through active learning
6. Groups planned by teacher provide for peer group language support
7. Activities and groups arranged to facilitate optimum support from language teacher.
8. Teacher extends and builds up this knowledge base.
9. Language permeates content learning.
10. Pupils learning EAL have structured opportunities to report back on learning, scribing or interaction with partner.
11. Language aware classroom (eg. m/l labels/key words/ pupils diagrams/ writing displayed)
12. Valuing children's multilingualism.