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**Title: Supporting Trainees in Working with Pupils for whom English  
is an Additional Language**

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## **Abstract**

This paper provides details of an English as an Additional Language (EAL) project that was developed by a Higher Education Institution-based Physical Education Initial Teacher Training Provider (PE ITT) in the East Midlands in conjunction with one of their partnership schools. The project comprised two main elements. The first involved the production of a guidance document to assist PE ITT providers in supporting trainees in working with pupils with EAL and in meeting the EAL-related QTS Standards. The second involved providing trainees who were unable to secure an EAL experience during their teaching practice placements with such an experience at the local partnership school. The project was evaluated via trainee and mentor questionnaires and analysis of trainee documentation. Notable improvements from the baseline data were seen in all areas suggesting that the project was successful in supporting trainees in working with EAL pupils and in helping them to meet the related QTS Standards.

## **Introduction**

Latest figures reveal that 21% of the primary and 17% of the secondary school population belong to a minority ethnic group (DfES, 2006). Furthermore, over a fifth of children are reported to have a first language other than English (6.9%), to speak other languages (11.6%) or to be bilingual (2.9%). The need to prepare trainee teachers to work with pupils from diverse backgrounds, including pupils for whom English is an Additional Language (EAL), is therefore of paramount importance. Ball (2000) notes how teacher education programmes around the globe are being challenged to enable new and continuing teachers to work effectively with students who are culturally and linguistically diverse.

Within England, the Statutory Inclusion Statement within the General Requirements of the National Curriculum makes explicit reference to the need for teachers to be able to provide for and support the diverse needs of EAL pupils. Under the inclusion principle of 'responding to pupils' diverse learning needs' the Inclusion Statement states:

'When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including... *those from diverse linguistic backgrounds*' (DfES & QCA, 1999, p. 33).

Under the principle of 'overcoming barriers to learning' it is furthermore stated that teachers should 'take specific action to help pupils who are learning English as an additional language...' (p. 39).

In addition, by the end of their initial teacher training (ITT), trainees are required to meet specific Qualified Teacher Status (QTS) Standards<sup>1</sup> that relate to diversity and working with pupils for whom English is an Additional Language. The current diversity and EAL Standards which were introduced in September 2007 are shown in table 1. Despite this, recent Training and Development Agency for Schools (TDA) Surveys of Newly Qualified Teachers (NQTs) (TDA, 2006; 2007) show that a significant number of NQTs consider that their ITT does not prepare them adequately to teach pupils with EAL. For example, the 2007 TDA survey indicated that, whilst 88% of NQTs rated the quality of their training courses as good or very good, when

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<sup>1</sup> The QTS Standards are outcome statements that set out what a trainee teacher must know, understand and be able to do by the end of their training in order to be awarded QTS.

asked to evaluate the extent to which their training prepared them to teach pupils with EAL, the percentage responding positively fell to 34%.

Interestingly, there is a relative dearth of research on how ITT addresses diversity and more specifically, EAL within their programmes. Jerome & Shilela (2006) suggest that there is little work going on in understanding diversity in ITT whilst Maylor et al., (2007) report that the research which has been conducted raises concerns about teachers' knowledge of diversity and the effectiveness of the training in the area.

Research commissioned by Multiverse<sup>2</sup> on how ITT providers in England address diversity revealed coverage of the area to be 'patchy' and to vary considerably from one institution to another (Davies & Crozier, 2006, p. 53). In many cases it was also revealed that less importance appeared to be attached to the QTS Standards which relate to diversity<sup>3</sup>. The biggest perceived constraints to diversity provision reported by providers were a lack of time, a lack of knowledge and expertise on the part of school-based mentors and providers, and the providers' geographical location (Davies & Crozier, 2006). Time constraints and other competing demands on ITT have also been recognised by others and as a consequence, it is suggested that the scale of the task in addressing such issues is often underestimated (Craft, 1996; Morrison & Khela, 1995). Perhaps not surprisingly, most providers reported that there was a need for further professional development in the area and that they would welcome materials on developing practice (Davies & Crozier, 2006).

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<sup>2</sup> Multiverse is a national Initial Teacher Education Professional Resource Network developed for teacher educators and trainee teachers which aims to raise the achievement of pupils from diverse backgrounds. It provides ITT materials and resources, an on-line discussion forum, national and regional conferences and a newsletter.

<sup>3</sup> In this study, diversity was defined in terms of the six Multiverse strands of Race and Ethnicity; Social Class; Religious Diversity; *Bilingual and Multilingual Learners*; Refugee and Asylum Seekers; and Travellers and Roma.

At subject level, the challenge Physical Education (PE) ITT providers face in ensuring that trainees feel adequately prepared to: i) support the learning of EAL pupils; and ii) meet the EAL-related QTS Standards has also been highlighted through the work of the TDA funded National PE ITT Project. 'Teaching pupils with EAL' has been identified as an issue in need of attention at PE ITT Project national conferences and regional meetings and specific sessions have been devoted to this area.

The above clearly highlights the need for providers to more adequately prepare and support trainees in working with pupils from diverse backgrounds, and with EAL pupils in particular. As a result, and due to the challenges faced by one Higher Education Institution-based PE ITT provider in the East Midlands in ensuring all their trainees secure an adequate EAL experience and are able to meet the related Standards, PE ITT staff, in conjunction with staff from one of their local partnership schools, successfully applied for two successive PE ITT Project Regional Innovation Grants to initiate and develop a project centring on this area of work. These grants were available via the National PE ITT Project to encourage, facilitate and support innovative practice.

The HEI-based PE ITT provider trains approximately 60 PE trainees per year and works in partnership with approximately 40 secondary schools spanning 4 shire counties. Whilst in theory, it is geographically well situated and served by schools with pupils for whom English is an additional language, in practice, provision is variable. Thus, prior to this project, and given the fact that so many other factors influence school placements, whether trainees were able to access a meaningful EAL experience during their ITT was rather 'hit' and 'miss'.

The partnership school is an 11-16 inner city multi-ethnic school and a Specialist Sports College. Many different ethnic minority groups are represented at the school, with British Asian-Indian being the largest group, and more than 30 languages are spoken. Eighty five percent of pupils have EAL and 5% are at a very early stage of learning English. The school therefore has a good deal of expertise in this area and were obvious partners to work with on the project

This paper provides an overview of the EAL project that emanated from the PE ITT Regional Innovation Grants, including details of the main outcomes and impact of the work to date. Whilst the funding for the project has now ceased, the work is still on-going and continues to develop. The focus here however, is on the funded first 2 years of the project.

**Insert Table 1 here**

### **Overview of the EAL Project**

The project comprised two main elements. The first element involved the production of a guidance document which aims to assist PE ITT providers in supporting trainees in working with pupils with EAL and in meeting the EAL-related QTS Standards. The second involved providing those trainees who were unable to secure experience of working with EAL pupils during their teaching practice placements with such an experience at the partnership school.

### **The Guidance Document**

A guidance document<sup>4</sup> was produced which provides a range of ideas and strategies as to how trainees can effectively be supported in working with EAL pupils, as well as support materials for trainees to use when working with pupils. The guidance document itself is organised into two parts. Each part is 'stand alone', with part one being for ITT providers and part two for trainees. The first part provides a general overview of how the PE ITT provider approached EAL with their PE trainees at the time of the project. Details of the university and school-based sessions devoted to the area and the experiences trainees were afforded of working with EAL pupils during their training, including the EAL partnership school experience, are outlined (see table 2 for a summary). Finally, part one provides some additional ideas as to how this area of work could be approached plus information about further sources of available support.

Part two comprises an EAL resource for trainees to use to support them in working with pupils with EAL and in meeting the related QTS Standards. It contains relevant contextual, background and other information, and a range of individual, pair and group tasks relating to working with EAL pupils. See table 3 for an outline of the content of the resource.

**Insert Tables 2 and 3 here**

### **The EAL Partnership School Experience**

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<sup>4</sup> A copy of the guidance document is available from the PE ITTE web site: [www.peitte.net](http://www.peitte.net)



As noted earlier, the partnership school provided a structured EAL experience for those trainees who were unable to secure such an experience during either of their teaching practice placements. The specific aims of this experience were to:

- provide trainees with an experience of working with pupils with EAL;
- raise trainees' awareness of cultural and linguistic issues relating to pupils with EAL;
- provide trainees with the opportunity to reflect on and discuss their experiences of working with pupils with EAL.

The experience was organised and delivered by the EAL co-ordinator and PE mentor at the school towards the end of the year. The trainees' experience of working with EAL pupils was audited towards the end of their second teaching practice placement and those who reported they had had little or no experience during their placements were identified and selected for the EAL experience. In 2005-2006, this number was 25 and in 2006-2007, 20. The trainees were then divided into groups of 10-12 and visited the school on different days. Each group spent the majority of the day at the school investigating the school's EAL policy and provision, observing, interviewing and working with EAL pupils, and participating in collaborative awareness raising activities and discussions. More specific details about the EAL experience are provided in table 4.

**Insert Table 4 here**

## **Evaluation**

Both parts of the project were evaluated to establish impact via trainee and mentor questionnaires and analysis of trainee documentation. Baseline questionnaire data were collected on the 2004-2005 cohort of trainees (who did not have access to the resource or EAL partnership school experience) which was compared to the evaluation data collected for the 2005-2006 and 2006-2007 cohorts. Analysis of the data showed that a good deal of progress was made in the area over the 2 year period.

### **EAL School-Based Experience**

The evaluations for 2005-2006 and 2006-2007 revealed that all trainees had gained some EAL experience during their ITT, with 60% in 05-06 and 56% in 06-07 reporting to have gained a substantial or reasonable amount respectively. This compares with just 20% gaining a substantial or reasonable amount of experience and 31% gaining no experience during 04-05. Furthermore, 94% and 98% of trainees reported this experience to have been useful or very useful in 05-06 and 06-07 respectively, compared to 52% during 04-05.

### **The EAL-related QTS Standards**

Prior to the project, the baseline data revealed that an average of 45% trainees felt they had inadequately met the EAL-related Standards. In 05-06 and 06-07 however, an average of just 5% and 3% respectively felt they had inadequately met the related Standards. Virtually all felt they had adequately or more than adequately met all the Standards and 100% felt they had adequately or more than adequately met two out of the five in 05-06 and three out of the five in 06-07. Analysis of the 'quality' of evidence trainees provided for meeting the EAL-related Standards in their QTS Standards Portfolios over the two years also confirmed this to be the case.

### **The EAL Resource**

Part two of the guidance document, the EAL resource, was evaluated following its introduction in 2005-2006 and again in 2006-2007. Findings revealed that by the end of the course, 92% of trainees in 05-06 and 96% in 06-07 had used the resource. Of those, 95% and 98% respectively reported it to be useful or very useful in preparing them to support the learning of EAL pupils and 92% and 98% felt it had been useful or very useful in helping them to meet the EAL-related Standards.

Mentor feedback concerning the resource was also generally positive. The majority of mentors (79%) had familiarised themselves with it, and of these, all reported the content to be either useful or very useful in preparing trainees to support the learning of EAL pupils. The majority (94%) also reported the resource to be useful or very useful in helping trainees to meet the related Standards.

### **The EAL Partnership School Experience**

The feedback from those trainees who secured the EAL partnership school experience was also consistently positive. In 05-06 and 06-07, 99% and 100% of trainees respectively reported the experience to have been useful or very useful in preparing them to support the learning of EAL pupils, and all felt it had helped them to meet the EAL-related QTS Standards.

### **Discussion**

The evaluation data suggests that the project was successful in supporting trainees in working with EAL pupils and in helping them to meet the EAL-related QTS Standards, with notable improvements from the baseline figures observed in all areas over the two years of the project.

Aside from the benefits of the project to the trainees, the project clearly had wider benefits. The need for professional development and to raise the profile of diversity generally within ITT has been identified by Davies & Crozier (2006) and the project made an important contribution to both of these. For example, it served as a means of professional development for ITT staff in that it involved researching the area to develop the EAL guidance document and working with and learning from 'expert' staff from the partnership school. The project also helped to raise the profile of diversity and EAL amongst university- and school-based staff and trainees. The project featured as an agenda item at partnership and management committee meetings as well as within ITT professional tutor and mentor training. In addition, and alongside the formal EAL provision outlined in table 2 and the completion of the EAL resource, trainees were given constant reminders about the project and the need to secure EAL experience and gather sufficient evidence for meeting the EAL-related Standards during review sessions and progress meetings.

Whilst the project has provided valuable professional development, further training in the area, including amongst school-based staff, is considered to be needed. A recent report published by the Department of Education in Northern Ireland on the views of principals and teachers regarding EAL in schools found the need for training on all aspects of EAL awareness to be a significant issue for teachers (Department of Education, 2006). Davies & Crozier (2006) also found that 75% of providers felt

there was a need for further professional development in the area and recommended that this be made available to ITT providers, teachers, as well as to trainees. Indeed, the PE ITT provider is also keen to promote the message that addressing diversity is everyone's concern as opposed to, as is often the case, it been seen as the responsibility of just key individuals (Davies & Crozier, 2006). Rather, PE ITT staff are of the view that all colleagues, including university-based tutors and school-based mentors, need to be fully involved and engaged.

Despite being pleased with the success of the project, the provider is aware that further work and development is still needed. Currently resources and time constraints dictate that the EAL partnership school experience is only available to those trainees who are unable to secure an experience within their placement schools. To try to achieve greater consistency in the nature and quality of the experience, it would clearly be desirable to be able to offer this to the whole cohort. This sentiment was also echoed by the trainees in the 2006 evaluation questionnaire which revealed strong feeling amongst the group that 'everyone should be given this opportunity'. In the study by Davies & Crozier (2006), funding and time were similarly both identified as constraints to diversity provision in terms of being able to develop appropriate curricula and pedagogies to address the issue. Indeed, lack of time was the most frequently mentioned constraint, with 78% of providers declaring this to impact on their work.

A number of providers have reported further challenges in addressing diversity and EAL within their ITT programmes due to their geographical location (Davies & Crozier, 2006). Although this is not the case for this provider, it is interesting that in practice, EAL provision is variable amongst schools and finding schools with

exemplary or even good practice, and which extends to PE, is difficult. Given this and the other constraints, it is perhaps not surprising that diversity provision in ITT has been found to be 'patchy' (Davies & Crozier, 2006, p.53).

In initiating the project, PE ITT staff were sensitive to the fact that efforts to address diversity can often appear tokenistic and were naturally keen to avoid this. Davies & Crozier (2006) have warned that the common approach of providing discrete input, usually in the form of a lead lecture as part of a professional studies programme, with then often insufficient time spent on subject specific follow up, can often be criticised as being tokenistic and a particular issue in predominately white contexts. Equally, it is suggested that providing a separate and designated experience in a school specifically to address EAL can be perceived as treating the area as an exotic or separate issue (Jerome & Shilela, 2006) and/or an 'add on' from mainstream training.

Attempts were made to overcome the above by careful consideration of how the different elements of the EAL provision could permeate and be integrated and embedded within the programme overall. As can be seen from table 2, the area was introduced with a lead lecture delivered by a specialist from the Minority Ethnic Language and Achievement Service (MELAS) from a local authority (LA), and then followed up within professional studies seminars, subject specific sessions as well as via focussed activities within the EAL resource. With regards to the EAL partnership school experience, it was felt that the use of a partnership school to provide the experience helped EAL to be seen as one integral aspect of the partnership rather than as an exotic or separate entity. The use of partnership schools and school staff to support various aspects of provision where good practice exists is not uncommon within the programme. For example, other schools are involved in providing

specialist input in different practical areas and in GCSE, A' level and Vocational Course work.

On this issue, collaborative working was considered key to the success of the project and the EAL provision generally, not only with the partnership school but with MELAS. According to Jerome & Shilela (2006), using LA specialist staff to provide input on EAL is one of the most common forms of collaboration and LAs can be important partners in ITT in this respect. Also, even if there is substantial expertise 'in-house', there is a perception amongst trainees that LA staff know what is going on 'on the ground' (Jerome & Shilela, 2006, p. 22). Indeed, Jerome & Shilela (2006) are of the view that the practical insight into how practitioners interpret and implement policy in relation to diversity is difficult to provide without LA input.

In outlining the project here and how one PE ITT provider has addressed EAL, it should equally be acknowledged that the area can be approached in many ways and there is considerable variation in the means by which providers do or might choose to address EAL. According to Davies & Crozier (2006) the wide ranging types of provision and routes into teaching necessitate a move away from a 'one size fits all' approach to diversity provision. In this respect, and as noted earlier, the EAL guidance document presents a selection of additional ideas, and 'good practice' ITT case studies for EAL have been cited by other authors (see for example, Davies & Crozier, 2006; Jerome & Shilela, 2006).

Finally, and as noted earlier, whilst progress has undoubtedly been made in the area of EAL and the PE ITT provider is keen to continue to develop its provision, it also wishes to develop provision across the other diversity strands. Despite the

constraints and shortcomings identified here, it is interesting that bilingual/multilingual learners is one of the three areas identified by most providers as having a 'major focus' within their ITT programmes (Davies & Crozier, 2006). The strands most at risk of being neglected include race and ethnicity, social class, refugees and asylum seekers and gypsy traveller children (Davies & Crozier, 2006). Thus there is perhaps truth in Davies & Crozier 's suggestion that this may be as a direct result of the inclusion of EAL within the QTS Standards. Indeed, were there no EAL-related Standards, funding for this project could not have been secured as one of the criteria for the Innovation Grants was that the project was associated with raising attainment in at least one of the QTS Standards ([www.peitte.co.uk](http://www.peitte.co.uk)).



**Table 1 – The QTS Standards Relating to Diversity and EAL (from September 2007)**

<b>QTS Standards</b>	
<b>Q18</b>	Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
<b>Q19</b>	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
<b>Q20</b>	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
<b>Q25</b>	<p>Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p><b>(a)</b> use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;</p> <p><b>(c)</b> adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p>

**Table 3 - The Content of the EAL Resource (Part 2 of the Guidance Document)**

<b>Section</b>	<b>Content</b>
A: Setting the Scene	<ul style="list-style-type: none"><li>• Introduction</li><li>• EAL- What does it mean?</li><li>• EAL-related QTS Standards</li><li>• The context</li></ul>
B: Collecting Data and Conducting Interviews and Observations	<ul style="list-style-type: none"><li>• Task 1: investigating EAL provision in your school</li><li>• Task 2: Interview with an EAL pupil</li><li>• Task 3: Observation of an EAL pupil in a classroom lesson</li><li>• Task 4: Observation of and EAL pupil in a practical PE lesson</li><li>• Task 5: Interview with an EAL support assistant</li></ul>
C: Raising Awareness	<ul style="list-style-type: none"><li>• Task 6: EAL learners and common misunderstandings, misconceptions and stereotypes</li><li>• Religious/cultural/linguistic awareness and PE</li><li>• Task 7: Awareness of different religions and cultures</li><li>• Language and pupil groupings</li><li>• Task 8: Religious and cultural awareness and sensitivity – PE scenarios</li></ul>
D: Planning, Teaching and Assessment	<ul style="list-style-type: none"><li>• Planning (for inclusion)</li><li>• Use of language across the curriculum</li><li>• Assessment of EAL pupils</li><li>• Considerations for planning and including EAL pupils in PE lessons</li><li>• Task 9: Planning (delivering and evaluating) a PE lesson for an EAL pupil</li><li>• Recommended teaching and learning strategies</li></ul>
E: References, Additional Resources and Sources of Support	<ul style="list-style-type: none"><li>• Key readings and web sites</li></ul>
F: Appendix	<ul style="list-style-type: none"><li>• Copies of resources for completion of the tasks</li></ul>

**Table 2 – The PE Provider’s EAL Provision**

<b>EAL was addressed and reinforced within the university and school-based components of the course. Specifically, the area was covered via:</b>	
<b>The EAL Resource</b>	<p>Distributed to all trainees prior to their first school experience.</p> <p>Trainees were asked to read/discuss the resource with their teaching partner/mentors/professional tutors in their placement schools and complete as much of it as necessary in order to satisfy themselves and their mentor that they had met the EAL-related QTS Standards.</p> <p>To facilitate and encourage the completion of the tasks, laminated copies of the resources required for some of the activities were produced and made available for trainees and schools to borrow from the University.</p>
<b>University-Based EAL-Related Sessions</b>	<p>Within the generic General Professional Studies Programme, EAL was addressed within the following sessions:  Lecture – Support for Pupils Learning English as an Additional Language delivered by a specialist from the Minority Ethnic Language and Achievement Service within a Local Authority  Seminars – Working with Pupils with Particular Needs and their Support Staff; Equity and Inclusion: Gender <i>and Cultural Diversity</i>.</p> <p>Within the PE course EAL was addressed within:  Lecture - Equity in PE  One day practical and theory course - Inclusion, Differentiation and Diversity in PE.</p>
<b>Coursework Assignments</b>	<p>Trainees completed a generic General Professional Studies assignment comprising a 2000 word reflective essay relating to a school-based activity ‘working with pupils with particular needs and their support staff’. Trainees were required to answer the following questions: What particular pupil needs have (and have not) been identified in the school? What have you learnt from your own experience of working with pupils with particular needs and their support staff?</p> <p>Trainees could also opt to focus on ‘Equity’, with specific reference to ‘multicultural issues’ within part of a PE assignment. With respect to the chosen topic, one of the tasks asked them to explore and critique the relationship between school policy and practice by addressing the following:</p> <ol style="list-style-type: none"> <li>1) Whole school policy - Identify and briefly describe any whole school policies relating to the topic, if applicable.</li> <li>2) PE department’s contribution - Identify and briefly describe any PE departmental policies (or development plans) relating to the topic, if applicable, and discuss the PE department's contribution to, or association with the topic.</li> <li>3) Record of observations - Record any relevant observations relating to the topic within PE.</li> <li>4) Critical comment on policy/practice links - Drawing on the above, and with reference to relevant literature, critically comment on the observed links between policy and practice.</li> </ol>
<b>School-Based General Professional Studies</b>	<p>Professional tutors were asked to involve trainees in the following activity during both school placements:  ‘working with pupils with particular needs and their support staff’.</p>
<b>School-Based EAL Experience</b>	<p>The majority (over two thirds) of trainees secured experience of working with pupils with EAL during their teaching practice placements and were expected to use the EAL resource as outlined above.</p>

<b>EAL Partnership School Experience</b>	The local partnership school provided a structured EAL experience for those trainees who were unable to secure such an experience during their teaching practice placements. Further details of this are provided in table 4.
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**Table 4 - The EAL Partnership School Experience**

<b>The EAL experience at the partnership school included the following:</b>	
<b>Initial Preparations</b>	<ul style="list-style-type: none"> <li>• The programme was planned and delivered by the EAL co-ordinator and the PE mentor.</li> <li>• It aimed to provide trainees with a range of experiences and activities, including the opportunity to complete selected tasks from the EAL resource.</li> <li>• The trainees were briefed by university staff about the aims and practicalities of the day in advance.</li> <li>• The trainees were asked to read the EAL resource prior to their visit and bring it with them on the day.</li> <li>• Pupil volunteers for observations and interviews were selected and briefed in advance.</li> <li>• Permission was sought from class teachers for the trainees to observe/assist in their lessons, as applicable.</li> <li>• A schedule was drawn up for classroom and PE observations and a base room was booked for the day.</li> </ul>
<b>The Programme</b>	<ul style="list-style-type: none"> <li>• The trainees attended a whole-school briefing where they were introduced to school staff.</li> <li>• The trainees participated in 5 sessions, 3 lesson based (which included one PE lesson), and 2 teacher-facilitated 'awareness raising' sessions.</li> </ul> <p><u>Session 1 - Introduction: EAL Provision at the School and Language Awareness</u></p> <ul style="list-style-type: none"> <li>• The trainees were briefed on the aims and activities for the day and on completing various tasks from within the EAL resource.</li> <li>• The EAL co-ordinator introduced the school's policy and practice with regards to EAL, including information on pupils, languages, ethnicity, assessment and support.</li> <li>• The trainees completed a task from the EAL resource on 'Investigating EAL Provision in your School' and were given the opportunity to ask further questions and collect and record the relevant information.</li> <li>• The trainees completed a collaborative activity from the EAL resource which involved a true and false and a sorting and matching activity focusing on common misunderstandings, misconceptions and stereotypes concerning EAL learners.</li> <li>• The issues raised by the task were reflected upon and the pedagogy of bilingualism discussed.</li> </ul> <p><u>Sessions 2 and 5 - Classroom Observation and Pupil Interviews</u></p> <ul style="list-style-type: none"> <li>• The trainees were paired with 6 pairs of volunteer EAL pupils (years 7-10) who had all been new arrivals in recent years.</li> <li>• The pupils were briefed in advance about the purpose of the visit, their role, and encouraged to talk to the trainees about themselves.</li> <li>• The pupils escorted the trainees to their lessons and the trainees shadowed the pupils in two lessons in different curriculum areas.</li> <li>• During the lessons the trainees observed, worked with, and interviewed the pupils and were encouraged to complete some interview and observational tasks from the EAL resource. Observations focussed on the strategies used to include EAL pupils in lessons.</li> <li>• Opportunity was provided for the trainees to reflect and feedback on their findings, with the EAL co-ordinator facilitating the discussion.</li> </ul> <p><u>Session 3 - Observing a PE Lesson</u></p> <ul style="list-style-type: none"> <li>• The trainees were attached to different year 7 PE classes to work with identified EAL pupils who were at a more advanced level of EAL.</li> <li>• The trainees assumed an observational/assisting role and completed a related task from the EAL resource.</li> </ul>

	<p><u>Session 4 - Feedback from Lesson Observations and Religious and Cultural Awareness in PE</u></p> <ul style="list-style-type: none"> <li>• Feedback from the lesson observations the trainees had undertaken was gathered and the group reflected on their observations, the strategies teachers used, and the inclusion of pupils in lessons.</li> <li>• The trainees were asked to reflect on how working collaboratively could benefit the EAL learner in terms of inclusion and language development. (Reference was made to information in the EAL resource on 'language and pupil groupings').</li> <li>• In pairs, the trainees discussed various scenarios from the EAL resource which raised issues concerning religious/cultural awareness in PE.</li> </ul> <p><u>Plenary</u></p> <p>The trainees were asked to reflect on the experience, what they had learnt, what the most useful aspect(s) had been, and ask any final questions.</p>
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**Web Sites**

Multiverse: [www.multiverse.ac.uk](http://www.multiverse.ac.uk)

NALDIC ITTSEAL: [naldic.org.uk](http://naldic.org.uk)

EMAonline: [www.emaonline.org.uk/ema](http://www.emaonline.org.uk/ema)

PE ITT Project: [www.peitte.co.uk](http://www.peitte.co.uk)