

# TESOL

**#ACTA2014 Meeting the Challenge**  
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**vícTESOL**



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**PROGRAM OPTIONS FOR PRIMARY NEW ARRIVALS**  
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# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

- Introductions
- Focus on what primary new arrivals need
- A preliminary look at the literature
- Looking at some program options +, - and variables
- Focus on particular students in relation to programs

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

## Introductions

- Personal
- What prompted the session

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

What do primary new arrivals need?

- A welcoming, safe, supportive and inclusive environment
- Familiarisation with a new environment
- To establish and understand routines and expectations
- Opportunity to take risks
- To access their first language
- Explicit teaching of strategies for learning
- Variety (as learning a new language is very tiring)

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

## Needs – continued

- Comprehensible input plus - survival and basic English and then to move beyond it
- The opportunity to build up vocabulary and patterns of English (sound system, structures, letter knowledge)
- Access to simple, or modified, but age appropriate texts
- Visuals, gestures, formulas

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

## Needs – continued

- Use of, and accountability to, an appropriate EAL framework for planning and assessment

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

A preliminary look at the literature

- Franson (1999) questions the effectiveness of mainstreaming in the UK, 'equality of presence in the classroom does not necessarily mean equality of access to educational achievement'.

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

A preliminary look at the literature - continued

- Both B1/BL (1996) and A1 (2000) teacher support materials recommend a minimum of 10 hours intensive support for newly arrived students, with no or beginning English



# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

A preliminary look at the literature - continued

- *Christensen. & Stanat (2007)* , found that Australia and Canada were the only 2 countries where there was no significant difference between immigrant and non-immigrant students' results.
- Based on PISA data: 2003

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

A preliminary look at the literature - continued

## **Immersion with a preparatory phase**

Features:

- Goal - to make transition to mainstream quickly and successfully
- Explicit standards and requirements
- High standards for the program
- Time intensive programs with continued support
- Trained teachers and co-operation between ESL and mainstream teachers

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

A preliminary look at the literature - continued  
**Immersion with systemic language support**

Conditions:

- An English language assessment must confirm that students require additional support
- Schools must have an instruction plan
- Students must receive additional services
- Schools must provide support to teachers
- Schools must document provision and progress

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

A preliminary look at the literature - continued

## **Summary of the key policy recommendations:**

- Investment in efficient, systemic and effective models
- Need for testing and research
- Immersion with language support seems to work
- Intensive immersion with a preparatory phase and continued language support may help facilitate the best possible transition
- A sufficient amount of time
- Ensure guiding principles, goals, standards and benchmarks for measuring progress
- Trained teachers
- Co-operation between language and mainstream teachers

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

**Some of the positives, negatives and variables of different programs for new arrivals**

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Program	+	-	Variables
ELS/C	<ul style="list-style-type: none"> <li>- secure environment</li> <li>- risk taking encouraged</li> <li>- comprehensible input plus</li> <li>- strength at systemic level</li> </ul>	<ul style="list-style-type: none"> <li>- limited number of role models</li> <li>- often travel involved</li> <li>- another transition</li> <li>- often out of their community</li> </ul>	<ul style="list-style-type: none"> <li>- support/additional assistance</li> <li>- support of/access to siblings</li> <li>- skill/experience of teachers, especially their knowledge of the mainstream</li> </ul>

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Program	+	-	Variables
<b>Outpost</b>	<ul style="list-style-type: none"> <li>- risk taking encouraged</li> <li>- comprehensible input plus</li> <li>- closer links/access to the mainstream</li> <li>- transition facilitated</li> </ul>	<ul style="list-style-type: none"> <li>- limited number of role models in outpost class</li> </ul>	<ul style="list-style-type: none"> <li>- access to welfare support</li> <li>- additional support</li> <li>- range of ages can be too great if the program is spread across the whole school</li> <li>- EAL teachers can be isolated</li> <li>- status in/relationship with mainstream school</li> </ul>

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Program	+	-	Variables
<b>Mainstream &amp; visiting outpost &amp;/or EAL school based program</b>	<ul style="list-style-type: none"> <li>- targeted support</li> <li>- access to a lot of role models</li> <li>- less transition in the local community</li> <li>- student has an advocate</li> <li>- support for the mainstream teachers</li> </ul>	<ul style="list-style-type: none"> <li>- large parts of the day/curriculum inaccessible</li> <li>- less intensive support than ELS/C and outpost</li> </ul>	<ul style="list-style-type: none"> <li>- amount of support</li> <li>- knowledge, skills and attitude of teacher</li> <li>- culture of the school</li> <li>- access to bilingual support</li> <li>- size of the school</li> <li>- access to other support systems e.g. parent helpers, buddies</li> </ul>



# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Program	+	-	Variables
<b>Mainstream with no EAL support</b>	<ul style="list-style-type: none"> <li>- access to a lot of role models, particularly spoken</li> <li>- less transition</li> </ul>	<ul style="list-style-type: none"> <li>- can be overwhelming</li> <li>- in the deep end, sink or swim</li> <li>- pressure on the mainstream teacher –</li> <li>- competing demands of a range of learners</li> <li>- pressure of accountability</li> </ul>	<ul style="list-style-type: none"> <li>- amount of support</li> <li>- knowledge, skills and attitude of teacher</li> <li>- culture of the school</li> <li>- access to bilingual support</li> <li>- size of the school</li> <li>- access to other support systems e.g. parent helpers, buddies</li> </ul>

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

**Focus on particular students  
in relation to programs**

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Students who did well in the mainstream  
with visiting and EAL support

- Student A: Grade 2-3 from India
- Student B: Grade 4 from Afghanistan
- Students C & D: Grade 1 from Vietnam
- Students E, F & G: P, Grades 3 & 6 from Greece

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Students in intensive program who would have benefitted more from a mainstream program with EAL support

- Student A: Grade 3 from China
- Student B: Grade 5 from Germany

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

**Example of students who were very much in need of an intensive program**

- Student A: Grade 5 from Liberia
- Student B: Grade 5 from Iran
- Student C, D & E: Family from Lebanon, Grade Prep, 2 & 5

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

## **Variations within families:**

- A family of 2 Iraqi Chaldean background students
- A family of 4 Somali background students

# PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

Some conclusions:

- 1 size does not fit all
- Importance of EAL informed teaching and assessment frameworks
- Importance of pre-testing students before they enter a program
- Low literacy background students need an intensive program
- New arrival students with minimal or no English benefit from as much intensive support as possible