

TESOL

#ACTA2014 Meeting the Challenge
International TESOL Conference

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PROGRAM OPTIONS FOR PRIMARY NEW ARRIVALS
- PRESENTER: PAM LUIZZI

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

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

PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

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

PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

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

PROGRAM OPTIONS FOR NEW PRIMARY ARRIVALS

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

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