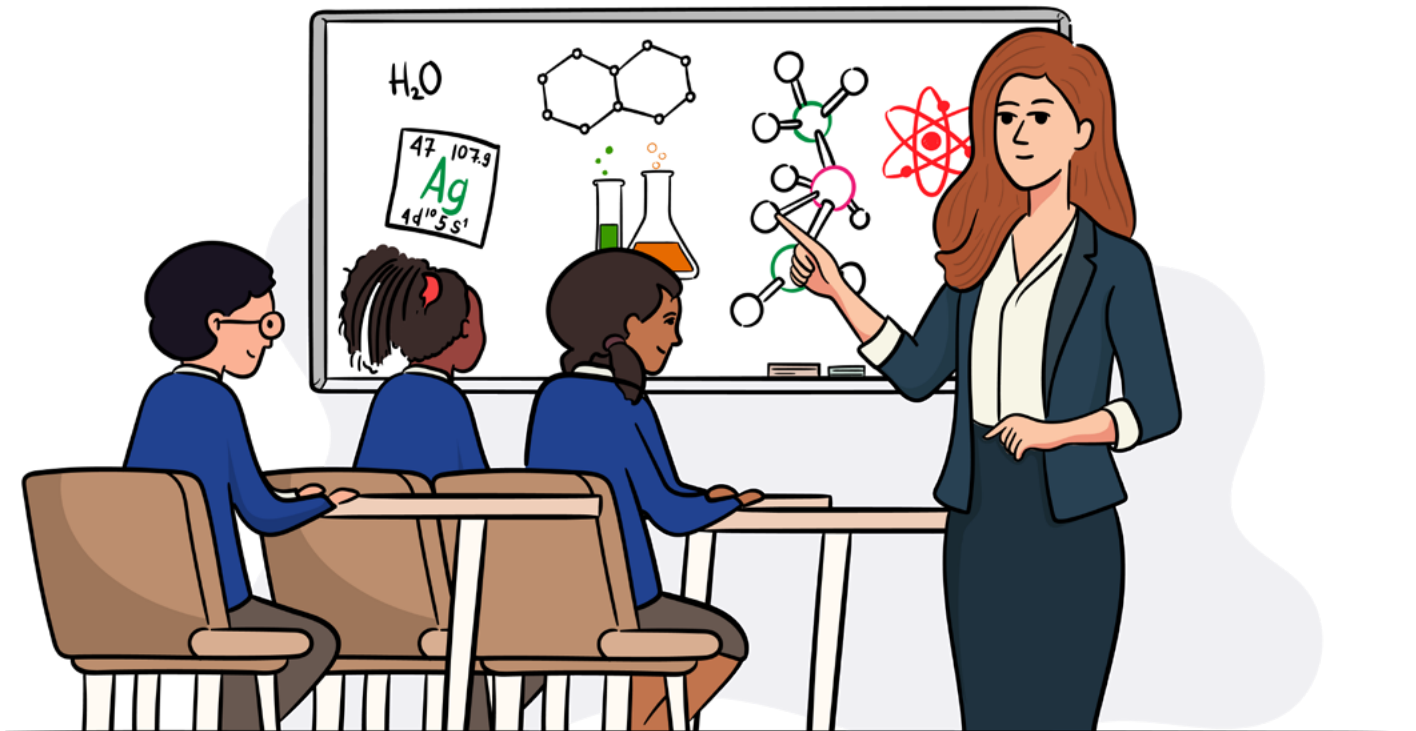


Preparing Teachers for Multilingual Classrooms

The ITTEC EAL Matrix





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Introduction

About this guidance

The Bell Foundation's Initial Teacher Training and Early Career (ITTEC) EAL Matrix defines the core knowledge, skills, and behaviours that underpin effective English as an Additional Language (EAL) pedagogy across all subjects and phases. Its purpose is to support initial teacher training (ITT) and early career teacher (ECT) programme providers in embedding consistent, robust EAL content within their training schemes.

The need for high-quality guidance on EAL-pedagogy curriculum design is becoming increasingly urgent. Both the Department for Education (DfE)'s ITTEC Framework (2024) and Ofsted's State-funded Inspection Toolkit (2025, p.20) now explicitly reference EAL pedagogy and practice, underscoring the need to prepare teachers for multilingual classrooms. However, provision remains inconsistent. A DfE survey (2025b, p.87) found that only 43% of early career teachers felt well-prepared to teach in multilingual settings. This is especially concerning given that more than one in five pupils in England are multilingual learners who use EAL (DfE, 2025a).

The Bell Foundation's ITTEC EAL Matrix responds directly to this need. Its clear content recommendations support the design of curricula that equip trainees and early career teachers with the knowledge, skills, and confidence to work effectively in multilingual settings – ensuring that all children have the opportunity to thrive in school.

Who is it for?

- ITT providers within institutes of higher education;
- School-centred ITT providers and teaching school hubs;
- ECT programme developers;
- ECT induction providers and mentors;
- Any other organisation that leads on the development or delivery of ITT and ECT programmes in England.



How can it be used?

To support ITT curriculum development

The EAL Matrix complements the Department for Education's ITTEC Framework by providing an EAL-focused perspective on its content. It is designed to inform ITT curriculum development through an EAL lens, ensuring that trainees build strong expertise in EAL pedagogy and inclusive multilingual approaches throughout their training. Providers are encouraged to engage critically with the matrix, adapting it to align with their programmes and the specific contexts in which their student teachers work.

To support ECT curriculum development and induction

Early career teachers will begin induction with varying levels of EAL expertise, depending on their initial teacher training programme and experiences. The matrix supports responsive mentoring and ECT curriculum development by offering a comprehensive framework that can build on existing EAL knowledge, introduce or revisit key EAL pedagogical approaches, and enhance teachers' confidence and skills in supporting multilingual pupils.

To support professional learning for ITT and ECT programme providers

Providers and mentors may also wish to strengthen their own knowledge and understanding of multilingualism and EAL pedagogy. The matrix offers an extensive reference list of evidence-based resources alongside its content recommendations, supporting providers to identify their professional learning needs and access high-quality materials for continuing development.

How is it organised?

The matrix follows the structure of the DfE's ITTEC Framework, which is organised around the eight statutory Teachers' Standards (DfE, 2021). For each standard, the matrix recommends EAL content in two categories:

- “Learn that ...” statements informed by educational research;
- “Learn how to ...” statements drawn from research and expert practice.

Within each standard, there are a set of guiding questions to help providers evaluate their current EAL curriculum coverage. After each standard there is also a list of recommended Bell Foundation resources to support continued curriculum and programme development, as well as links throughout to relevant Bell Foundation ITT training modules (bell-foundation.org.uk/itt) and the ECT EAL Series (bell-foundation.org.uk/early-career-teacher-training/).



ITTEC EAL Matrix

Standard 1

High expectations

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. A pupil's current proficiency in English (or any additional language) does not reflect their intelligence, thinking ability, or academic potential; judging pupils' abilities solely based on their use of English risks underestimating their capabilities and limiting their potential for achievement. 2. Multilingual pupils often draw on knowledge and literacy skills developed in their first language and in other languages they know. These are assets that should be used to challenge and accelerate achievement in learning an additional language. 3. EAL pupils as a group are super diverse in nature. Broad, generalised statements are therefore not only often inaccurate, but can become a barrier to recognising pupils' individual strengths. 4. Research shows a wide range of benefits associated with multilingualism, including cognitive, academic, socio-cultural, and economic advantages. 	<ol style="list-style-type: none"> a. Set learning goals that stretch and challenge multilingual pupils of all backgrounds, abilities, and levels of proficiency in English, while offering the right level of language support and scaffolding for pupils to access the curriculum and demonstrate their knowledge/skill/learning. b. Foster classroom environments where multilingualism is recognised and valued as both an asset and an achievement that enriches all pupils in the classroom. c. Acknowledge and promote the diverse linguistic skills and educational experiences that multilingual pupils bring to the classroom to enhance learning, build trust, and strengthen connections with pupils, families, and communities. d. Teach expectations and routines explicitly using visuals, (see bell-foundation.org.uk/visuals), modelling (see bell-foundation.org.uk/modelling), and repetition. e. Engage with parents and carers using inclusive communication strategies that recognise and value diverse forms of parental involvement (e.g. translated materials, interpreters, and culturally respectful outreach). f. Promote the development of multilingualism both at school and at home, capitalising on its advantages by offering challenging and inclusive teaching.



Questions

- How does your programme support trainees and early career teachers in critically reflecting on their beliefs and biases about linguistic and cultural diversity and their attitudes towards the potential of EAL pupils?
- To what extent does your programme provide meaningful opportunities that foster trainees' and early career teachers' development of high expectations, understanding, and practical experience in working with multilingual pupils?

Suggested Bell Foundation resources

ITT Module 1

Understanding EAL: Contexts, Policies and Pedagogy

Effective Teaching of EAL Learners:
bell-foundation.org.uk/eal-pedagogy

ECT Series Module 1

High Expectation with Appropriate Support





Standard 2

How pupils learn

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. Multilingual pupils experience additional cognitive load compared to their monolingual English-speaking peers when (a) translating between languages, (b) learning subject content and English language at the same time, and (c) navigating culturally or contextually unfamiliar content. Providing extra processing time is helpful.¹ 2. Multilingual pupils bring to the classroom their rich prior knowledge, often shaped by different languages and cultures. Apparent misconceptions may arise from language misunderstanding, rather than genuine gaps in understanding. 3. Allowing pupils to use their full linguistic repertoire (all the languages they know) reduces cognitive load, promotes deeper understanding, enhances cognitive achievement, and supports language development. 4. Teachers do not need to speak a pupil's home language(s) in order to provide opportunities for pupils to use all their linguistic resources. 	<ol style="list-style-type: none"> a. Reduce unnecessary linguistic complexity for pupils who are new to or in the early acquisition stages of English-language development, without reducing cognitive challenge (e.g. by using comprehensible English strategies such as graded speech, visual aids, gestures, and adapted texts to promote understanding; see bell-foundation.org.uk/comprehensible-english). b. Use bridging strategies judiciously (e.g. "How is this done in your home country?") and make explicit connections between new English terms and familiar concepts, helping pupils link new vocabulary to what they already know.² c. Check understanding using multiple modalities (e.g. drawings, diagrams, gestures) and encourage peer explanation and structured talk to surface misconceptions. d. Use dual coding and structured routines to support memory.³ e. Judge the optimal time for reducing or adjusting language supports based on a learner's English-proficiency level, to challenge and foster language development with the aim of eventually eliminating support altogether. f. Employ multilingual pedagogies that draw on and incorporate pupils' home languages, including the use of planned and spontaneous translanguaging practices (bell-foundation.org.uk/translanguaging), bilingual resources, and translation tools.

- 1 Providing extra processing time is important because decoding unfamiliar vocabulary and syntactic structures in an additional language requires more working memory; listening and reading comprehension often requires more effort, especially when academic language is used, and translating or interpreting content slows processing.
- 2 Judicious use is stipulated here in the sense that it is important to exercise caution and sensitivity when asking pupils about their home countries and past experiences, as it may be potentially triggering for pupils who have experienced trauma.
- 3 Dual coding involves presenting information using both verbal (spoken or written words) and visual (images, diagrams, symbols) formats simultaneously.



Questions

- To what extent does your programme emphasise the value of pupils' home language(s) in supporting their learning? How are teachers equipped to plan for, promote, and integrate home-language use within classroom practice?
- How does your programme equip trainees and early career teachers to use comprehensible-English strategies for pupils who are developing their English-language skills, while also promoting language growth and challenge across all levels of English proficiency?

Suggested Bell Foundation resources

ITT Module 1

Understanding EAL: Contexts, Policies and Pedagogy

ECT Series Module 2

Multilingual Pedagogies

ECT Series Module 4

Comprehensible English

Great Ideas: bell-foundation.org.uk/great-ideas

Translanguaging: bell-foundation.org.uk/translanguaging

Bilingual Dictionaries: bell-foundation.org.uk/bilingual-dictionaries

Comprehensible English: bell-foundation.org.uk/comprehensible-english

Translanguaging: How to Use Students' Own Languages to Enhance Learning (blog): bell-foundation.org.uk/blog/translanguaging



Standard 3

Subject and curriculum

Learn that ...	Learn how to ...
<p><i>While English as an Additional Language is not a curricular subject – and there is no EAL curriculum – in English schools, there are still broad areas of knowledge relevant to developing EAL that are important for all teachers to know, whatever their specialist subject.</i></p>	
<ol style="list-style-type: none"> 1. Schooling, across all phases and subjects, is fundamentally a linguistic process in which content and language are interdependent: content is learned and assessed through language, and language develops through meaningful engagement with content. 2. Vocabulary development is key in learning an additional language – but language learning involves more than vocabulary development. 3. Effective teachers understand how language functions in their subject area and the specific language skills needed to (a) express ideas, (b) connect ideas, (c) interact with others, and (d) create cohesive texts for different purposes and audiences (e.g. in different genres and registers). 4. Multilingual pupils may need explicit instruction in certain aspects of English – such as idioms, cultural references, and particular word combinations and grammatical structures – that monolingual English-speakers typically acquire implicitly. 5. Explicit teaching of vocabulary and grammar, when contextualised in real texts and writing tasks, helps pupils understand how language works and empowers them to develop and use it more effectively. 6. Language learning is a complex, non-linear process that unfolds over time, involving the integrated development of reading and viewing, writing, speaking, and listening skills. 	<ol style="list-style-type: none"> a. During lesson planning, identify the language demands of subject-area lessons at the word/phrase, sentence, and whole-text levels, to determine what linguistic features should be taught and scaffolded for all pupils to access curricular concepts. b. Provide appropriate language support for pupils to access and engage with the curriculum without simplifying subject-area curricular content. c. Support pupils in using everyday oral language as a foundation for building more academic registers of language use, equipping them to make purposeful linguistic choices based on audience and intent. d. Explicitly teach vocabulary (see bell-foundation.org.uk/building-vocabulary) in context and through meaningful language chunks, emphasising high-utility words and phrases that extend beyond the standard “key words” introduced to all pupils. e. Support language development by deconstructing, highlighting, modelling, and co-constructing texts in all subject areas to help pupils notice and engage with target language. f. Build a shared, age-appropriate language for talking about language (a “metalinguage”) so references can be made to various structures, features, and functions of language.



<p>7. An overly narrow focus on phonics does not support the development of vocabulary, language structures, and comprehension that multilingual pupils require for literacy development.⁴ Multilingual pupils need support with both decoding and comprehension.</p> <p>8. In England, proficiency in English is the strongest predictor of multilingual pupils' educational attainment, across all phases and stages of education.⁵</p>	<p>g. Ensure multilingual pupils are exposed to the sounds and rhythms of English before introducing phonics instruction, ideally through meaningful, age-appropriate, curriculum-aligned texts.</p>
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Questions

- How does your programme acknowledge the foundational role of language in learning, and how does it support teachers in understanding how language functions within their specific discipline(s)?
- How does your programme equip teachers to identify the language demands of their lessons, and to scaffold for these so that all pupils can access and engage with curricular concepts?

Suggested Bell Foundation resources

ITT Module 2

Language for Learning

Teaching EAL Learners in Science: bell-foundation.org.uk/teaching-eal-learners-in-science/

ECT Series Module 3

How Language Works

Teaching EAL Learners in History: bell-foundation.org.uk/teaching-eal-learners-in-history/

Teaching EAL Learners in Maths: bell-foundation.org.uk/teaching-eal-maths

Teaching EAL Learners in English Literacy and Literature: bell-foundation.org.uk/english-literacy-english-and-english-literature/

⁴ See Campbell and Kelly (2024, p. 6, last bullet) and Lindorff, Strand and Au (2025, p. 31). Full [bibliographic references](#) are provided in the final section.

⁵ See Lindorff, Strand and Au (2025).



Standard 4

Classroom practice

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. Multilingual learners often need more structured, language-aware teaching to access and engage with new content. 2. Pupils learn English most effectively when language development is integrated into age-appropriate classroom curricula and supported through communicative interactions, such as taking part in extended conversations and talking through their ideas before writing. 3. EAL pupils benefit from both exposure to varied language use and good English-language role models. However, grouping them with pupils who share a common home or preferred language can also be valuable to help scaffold learning, build belonging, and boost confidence. 4. Language that is intentionally modified to fall within a learner's zone of proximal development – slightly above their current English proficiency – plays a vital role in language acquisition. It should be challenging enough to promote growth, while remaining accessible enough to prevent frustration. 5. Pupils require repeated exposure to and meaningful practice with vocabulary and language structures over time to embed them in long-term memory. 	<ol style="list-style-type: none"> a. Plan language-focused lessons that integrate both content and language objectives, provide space for explicit language instruction alongside academic content, and include language support to help pupils access the curriculum. b. Create opportunities for meaningful, extended conversations (see bell-foundation.org.uk/resources/great-ideas/enhancing-classroom-talk) that promote language development and stretch pupils' language use across varying levels of English proficiency. c. Use carefully tailored question prompts (see bell-foundation.org.uk/questioning-strategies) and instructions that are linguistically accessible and not overwhelming for pupils who are new to English, providing key messages and opportunities for achievable responses (e.g. yes/no, multiple choice, sentence completion, and non-verbal responses such as pointing or drawing). d. Allow think time and peer discussion before expecting whole-class responses. e. Use spaced repetition and periodic language review to reinforce key vocabulary and linguistic concepts over time and across the curriculum. f. Use mixed-ability, language-rich, and same-language groupings judiciously to match pupils' support needs and the task complexity.



Questions

- How does your programme support trainees and early career teachers with planning content-based lessons that include a focus on language development for all pupils?
- Where in your programme do you address modifying language for instructions and content or tailoring question prompts for pupils who are new to English?

Suggested Bell Foundation resources

ITT Module 2

Language for Learning

Modelling: bell-foundation.org.uk/modelling

ECT Series Module 4

Integrating Curriculum and Language Development

Enhancing Classroom Talk:
bell-foundation.org.uk/resources/great-ideas/enhancing-classroom-talk

Questioning Strategies:
bell-foundation.org.uk/questioning-strategies

Building Vocabulary: bell-foundation.org.uk/building-vocabulary

Unlocking the Power of Emergent Language in Multilingual Classrooms (blog): bell-foundation.org.uk/blog/emergent-language/



Standard 5

Adaptive teaching

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. Pupils at different levels of proficiency in English are likely to require different types and levels of language support. Those who are new to English and at the early stages of English acquisition may need more time, more modelling, and more repetition, especially when learning academic language. 2. Education policy in England is based on an integrative approach; therefore, any withdrawal of EAL pupils from the mainstream classroom should be purposeful, time-limited, and closely aligned with the learning taking place in the mainstream setting. 3. EAL is not a special educational need or disability (SEND) – although some EAL learners may also have a SEND. 4. Linguistically responsive teaching helps ensure that language differences are not mistaken for SEND.⁶ 5. Grouping EAL learners only with low-attaining pupils is unlikely to be beneficial as language development requires exposure to language-rich contexts and good language role models. 	<ol style="list-style-type: none"> a. Adapt teaching to support pupils at different levels of English-language proficiency, using appropriate types and amounts of language support. b. Use age-appropriate digital tools that support language development (e.g. visual dictionaries, translation and speech-to-text tools, and interactive language apps). c. Employ distinctive language support strategies, such as pre-teaching vocabulary, highlighting and explicitly teaching language features, using pupils' home languages, and providing sentence frames or substitution tables (see links to resources below). d. Make effective use of teaching assistants and other adults in the classroom to help pre-teach/teach lesson vocabulary and concepts for pupils who are newer to English, and to offer language support during lessons as needed. e. Collaborate closely with the EAL Coordinator and SENDCo to accurately identify special educational needs or disabilities in multilingual learners (see bell-foundation.org.uk/eal-send-guidance), ensuring that language acquisition challenges are distinguished from learning difficulties to prevent misidentification.

⁶ Linguistically responsive teaching is an approach that recognises and leverages pupils' linguistic backgrounds, explicitly supports language development within subject learning, and adapts instruction to make content accessible.



Questions

- To what extent does your programme support trainees and early career teachers to adapt their teaching and their own language use for pupils at different levels of English-language proficiency?
- What EAL-specific support strategies does your programme promote?

Suggested Bell Foundation resources

ITT Module 1

Context, Policies and Pedagogy

ITT Module 2

Language for Learning

ECT Series Module 5

EAL Support Strategies (listening, speaking, reading, writing)

EAL and SEND: Guidance for Integrated Provision in Schools: bell-foundation.org.uk/eal-send-guidance

Classroom Guidance and Strategies to Support EAL Learners: bell-foundation.org.uk/classroom-guidance-strategies

Great Ideas: bell-foundation.org.uk/great-ideas

Sentence Frames: bell-foundation.org.uk/speaking-and-writing-frames

Substitution Tables: bell-foundation.org.uk/substitution-tables

Flashcards: bell-foundation.org.uk/flashcards

Dictogloss: bell-foundation.org.uk/dictogloss



Standard 6

Assessment

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. Multilingual pupils may understand the subject matter being assessed, but might not yet be able to demonstrate that knowledge in English – particularly when new to English or at the early acquisition stage. Over-reliance on written English in assessments may not be effective. 2. Assessing a pupil’s English-language proficiency (see bell-foundation.org.uk/eal-assessment-framework) helps guide instructional decisions by identifying the language support they require, while also ensuring that appropriate language targets are set. 3. Assessment of multilingual pupils’ progress should take account of the pupil’s age, length of time in England, proficiency in English, previous educational experience, and abilities in their first or home language. 4. Good EAL assessment helps teachers avoid being overinfluenced by potentially misleading factors, such as how quiet pupils can be immediately after arrival, or how fluency in social conversations may mask a learner’s actual proficiency in English. 5. Feedback to pupils should contribute to both language development and subject learning, and should be carefully aligned with a learner’s level of English-language proficiency to ensure it is both accessible and supportive. 	<ol style="list-style-type: none"> a. Reduce the linguistic demands of assessment tasks and instructions when evaluating conceptual understanding for pupils who are new to or still developing competency in English (e.g. ask pupils to demonstrate knowledge without having to produce extended texts in English). b. Use assessment frameworks and classroom activities to: <ul style="list-style-type: none"> • Monitor progress in English-language development; • Set appropriately challenging curriculum tasks with tailored language support; • Establish clear language-learning targets. c. Ensure subject assessments are aligned with language-aware objectives that have been highlighted and taught (e.g. “Can explain a scientific process using key vocabulary”). d. Use formative assessment to determine whether challenges stem from language comprehension, language production, conceptual gaps, or a combination of these factors. e. Respond meaningfully to communicative messages produced by pupils who are newer to English (e.g. Learner: “I goed to zoo.” Teacher: “Fun! What did you see?”), introducing more detailed corrections and feedback as proficiency in English develops.



Questions

- How does your programme emphasise the importance of understanding and assessing a learner's English-language proficiency as a basis for informed instructional planning?
- How does your programme support trainees and early career teachers to provide appropriate feedback to pupils at varying levels of English-language proficiency?

Suggested Bell Foundation resources

ITT Module 3

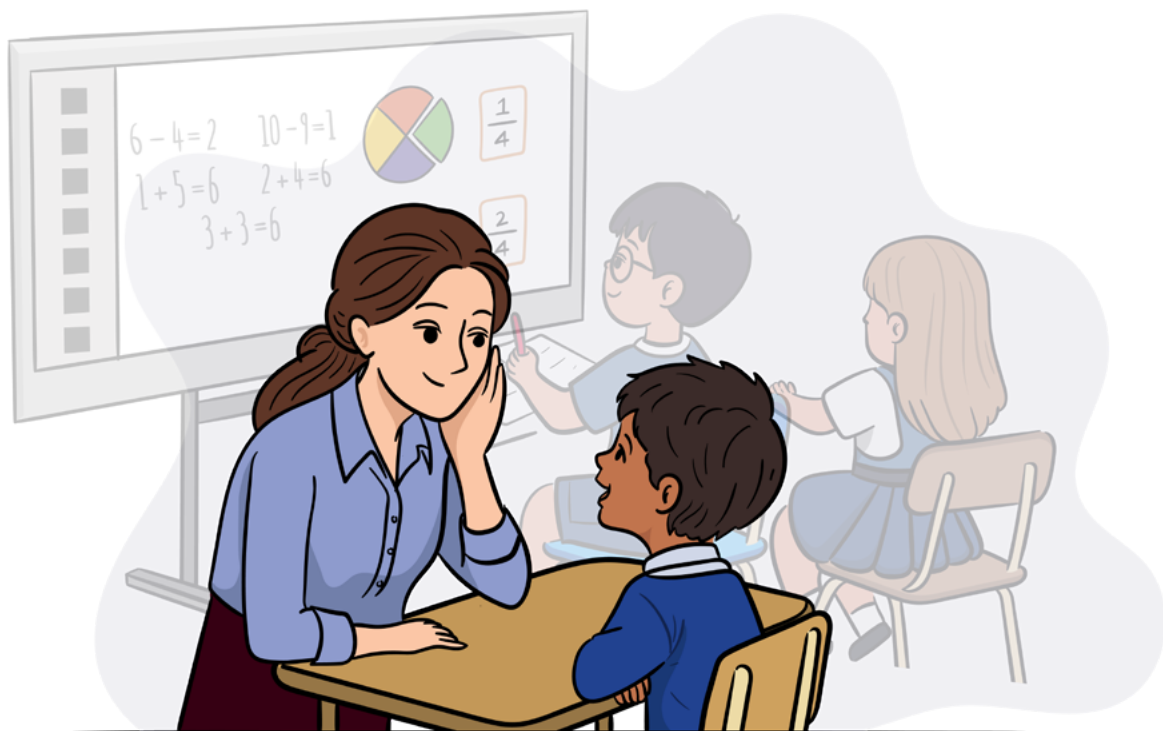
Assessing Learners Who Use EAL

ECT Series Module 6

Assessing Curriculum Knowledge
Assessing English Proficiency

The Bell Foundation EAL Assessment Framework: bell-foundation.org.uk/eal-assessment-framework

EAL Assessment: Why It Is Important and How to Assess EAL Learners (blog): bell-foundation.org.uk/news/eal-assessment-why-it-is-important-and-how-to-assess-eal-learners





Standard 7

Managing behaviour

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. Behaviour expectations vary across cultures, and newly arrived multilingual pupils – particularly refugees – may be unfamiliar with UK school systems, implicit norms, and routines. A predictable environment with consistent routines helps reduce language anxiety, supports emotional security, and provides linguistic and cultural clarity. 2. Multilingual pupils may face challenges in expressing emotions due to limited vocabulary and/or cultural norms around emotional expression. They may require explicit teaching of social norms and emotional vocabulary, alongside additional modelling and language scaffolds to support self-regulation. 3. Gaining insight into a multilingual pupil's educational background, circumstances of arrival in the UK, linguistic and cultural norms, family context, and personal talents and interests all help to deepen understanding and inform decision-making when supporting behavioural adjustment. 4. Major change, trauma, and/or grief can impact behaviour, learning, and relationship building, especially among recently arrived refugees. These pupils may need temporary behavioural support due to language barriers, adjustment stress, or trauma, without this necessarily indicating a SEND. 5. Recognising and valuing a multilingual learner's language and culture supports that child's sense of identity and belonging, fostering intrinsic motivation and overall wellbeing. 	<ol style="list-style-type: none"> a. Teach emotional vocabulary and reinforce expectations using appropriate supports and resources (e.g. visual behaviour charts, translated behaviour policies, modelling, peer support, gestures, icons, and repeated phrases). b. Apply rules fairly, ensuring language and expectations are understood. c. Acknowledge, respect, and incorporate pupils' cultural backgrounds, languages, and lived experiences into the teaching and learning process. d. When necessary, engage pastoral staff, multilingual personnel, or community members who speak the learner's home language to provide additional mental or emotional support. e. Utilise multilingual pupil profiles (information gathered on a learner's arrival situation, education, family, and linguistic knowledge; see bell-foundation.org.uk/learner-profile) to plan for and establish safe, welcoming environments for newly arrived pupils who are new to English. f. Work with the SENDCo and EAL Coordinator to distinguish behavioural challenges related to trauma, cultural adjustment, and language barriers from those arising from possible SEND.



Questions

- How does your programme help trainees and early career teachers to provide culturally and linguistically responsive teaching?
- By the end of your programme, how confident would a trainee or early career teacher feel in establishing an environment that will support the social and emotional needs of a new arrival who is new to English?

Suggested Bell Foundation resources

ITT Module 1

Understanding EAL: Contexts, Policies and Pedagogy

ECT Series Module 2

Learners Using EAL

New Arrivals: bell-foundation.org.uk/new-arrivals

Welcoming Refugee and Asylum-Seeking Learners: bell-foundation.org.uk/welcoming-refugee-learners

Nurturing a Linguistically Inclusive School for Multilingual Learners (blog): bell-foundation.org.uk/blog/linguistically-inclusive-school/

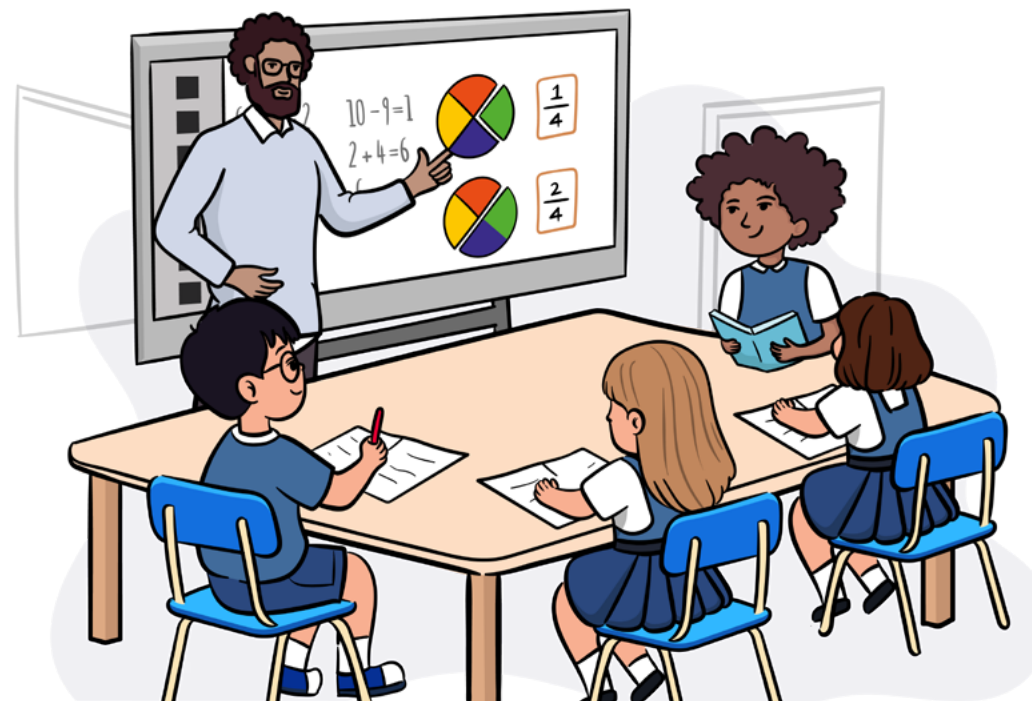




Standard 8

Professional behaviours

Learn that ...	Learn how to ...
<ol style="list-style-type: none"> 1. Strong home–school relationships are vital for multilingual pupils’ success, yet some parents –especially those who are themselves new to English and to the English school system –may face additional challenges to parental participation and communication. 2. Multilingual families and communities can provide valuable partnerships and resources that benefit schools; however, family involvement may look different across cultures. 3. EAL provision is a whole-school effort, where EAL coordinators, pastoral staff, safeguarding leads, and teaching assistants are key allies. 4. There are key national EAL definitions and demographic data, national organisations that focus on EAL, and a substantial body of research relating to EAL and multilingualism. 	<ol style="list-style-type: none"> a. Foster respectful and reciprocal relationships with the families and communities of multilingual pupils by taking time to understand their cultural backgrounds, lived experiences, and aspirations for the future. b. Draw on school resources and collaborate with colleagues –including teaching assistants, EAL coordinators, inclusion leads, and any other staff with expertise in EAL or multilingualism – to create inclusive environments and optimal EAL provision. c. Judiciously use findings from reliable research on EAL/multilingualism and take up opportunities from relevant professional organisations to inform practice.





Questions

- Where does your programme cover the topic of parental engagement, and how does it address the benefits and potential challenges of, and effective strategies for, working with multilingual families, particularly those new to English?
- Does your programme include relevant research, articles, and national or school-based language policies on EAL and multilingualism?

Suggested Bell Foundation resources

ITT Module 1

Understanding EAL: Context, Policies and Pedagogy

Guidance for Parents: bell-foundation.org.uk/guidance/parental-involvement

ECT Series Module 8

Working with Colleagues
Continued Professional Development

How Can Schools Work Effectively with Families of Multilingual Learners? (webinar): bit.ly/working-with-families-of-multilingual-learners





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About The Bell Foundation

The Bell Foundation is a charity which aims to overcome disadvantage through language education by working with partners on innovation, research, training, and practical interventions. Through generating and applying evidence, the Foundation aims to improve practice, policy and systems for children, young people, adults, and communities who use English as an Additional Language in the UK.

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