

Supporting the achievement of deaf children who use English as an additional language (EAL)

For education
professionals



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! A note about terms

We use the term ‘deaf’ to refer to all types of hearing loss from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear.

We use the term ‘parent’ to refer to all parents and carers of children.

We use the term ‘EAL learners’ to refer children and young people who have been exposed to any spoken language other than English and who continue to be exposed to this other language in the home or community. This will include children and young people who:

- have arrived in the UK from other countries and whose first language is not English
- have lived in the UK for a long time and who may appear to be fluent or nearly fluent in English but who also speak another language at home
- were born in the UK but for whom the home language is not English.

Introduction

There is no reason why deaf children should not achieve as well as other children, providing they receive the right support, right from the start. However, deaf children who are EAL learners may face a number of additional challenges. This resource sets out those challenges and shares some teaching strategies and ideas to address them.

In many respects, effective support for deaf EAL learners will look very similar to that provided to other deaf children. As such, this resource should be read alongside the other resources in the 'Supporting Achievement' series developed by the National Deaf Children's Society. They include general information about hearing loss, its impact on learning, hearing technologies, communication approaches, teaching strategies and other developmental matters related to deafness in education. These resources can be downloaded from our website at www.ndcs.org.uk/supportingachievement.

This resource includes a number of template forms that may be helpful to professionals. These are also available on our website at www.ndcs.org.uk/supportingachievement as Word documents.

Who's this resource for?

This resource is primarily aimed at Teachers of the Deaf but may also be helpful for:

- EAL coordinators
- those with responsibility for coordinating provision for children with special educational or additional learning needs in schools, known in England as special educational needs coordinators (SENCOs)
- all other staff working in education to support deaf EAL learners.

This resource provides advice on support to deaf children of all ages who are EAL learners, including children who have yet to start school.

Why do we need this resource?

Over the last ten years, the number of EAL learners studying at schools in England has more than doubled and the number is now over 1.5 million pupils. The Consortium for Research in Deaf Education (CRIDE) reported that in 2017, 13% of deaf children across the UK were EAL learners. In some areas this figure is much higher.¹

Government figures in England² show that 20% of deaf EAL learners achieved a grade 5 in both English and Maths in 2017. This compares to 29% of deaf children generally and 47% of all EAL learners generally.

Using EAL as well as having a hearing loss can have a significant impact on a child's learning and development. EAL learners already have to learn English, and learn the school curriculum through English at the same time, so having a hearing loss can make this more challenging.



1 Family support

As with all deaf children, providing effective support to the family of deaf EAL learners is essential. This includes support to families of deaf EAL learners who have yet to start school and/or who are new to the UK.

There is a huge diversity among the families of children who are EAL learners.

- The families you are working with may not speak English as a first language themselves. In addition, they may lack literacy skills in English and/or their home language.
- The families you are working with may be new to the UK. They may be from countries where English is not spoken and where education or health services (such as newborn hearing screening) are not available. Some families may arrive to the UK as refugees or asylum seekers, from areas of conflict. They may be unfamiliar or find it hard to access to public services such as schooling, housing and healthcare.
- Research³ has found that cultural beliefs about a disability, including hearing loss, and the parents' perspective on how hearing loss is perceived in the cultural community, may influence parental attitudes. For example, some families might be reluctant for their children to wear noticeable hearing technology.

This diversity means a family-centred approach is important to make sure families are engaged with professionals, the school and engaged in their child's learning.

Identifying the child's needs

As a starting point, you should ensure you have as much information as possible about the deaf EAL learner and the family so that you can identify what support they may need. Overleaf you'll find a template intake form which you could use or adapt for your setting or service. You may want to include an 'actions' page which staff could use to highlight what needs to happen next. It's assumed that the form would be completed by the lead professional (such as a Teacher of the Deaf) working with a deaf EAL learner, with support from other professionals as needed. Any information collected should be used and stored with care and in line with data protection requirements and policies.

➔ Template intake form

Child's details and family information

Child's name					
Name used at home					
Name used at school					
Date of birth			Country/town of birth		
Father's name					
Mother's name					
Date of arrival in UK (if applicable)					
Date of arrival at school					
Address					
Contact numbers (landline/mobile/parents' workplace)					
Email					
Preferred method of contact					
Phone		Text		Email	
Siblings (names and ages)					
Language(s) used in the home					
Language(s) used with the child					
Communication approach/language(s) the child uses with their family					
Religion					
Festivals observed (religious/cultural)					
Dietary practices					

Medical/clinical history

Hearing loss information			
Level of hearing loss (one or both ears?)	Cause(s) of hearing loss (if known)		
Date of last hearing assessment	Audiogram attached	Yes	No
Date of: diagnosis	technology fitting		
Technology used (type and model)			
Technology use			
Consistent (100%)	Inconsistent (25–50%)	Rarely (0–25%)	
	Why?	Why?	
Clinic contact information			
Audiologist			
Phone			
Email			
Has the child's vision been checked? When?			
Other health concerns/medication			

Education details

Previous education in the UK?			
Previous school		Child's age when they moved from previous school	
Previous education abroad?			
What level of communication and/or language does the child have in their home language?			
Information from family	Information from assessment	Impact of hearing loss	Used where and when
What level of reading and writing does the child have in their home language?			
Information from family	Information from assessment	Impact of hearing loss	Used where and when

What level of communication/and or language does the child have in English?			
Information from family	Information from assessment	Impact of hearing loss	Used where and when
What level of reading and writing does the child have in English?			
Information from family	Information from assessment	Impact of hearing loss	Used where and when
Does/Has the child attend/ed community classes? (Such as home language.)			
Previous support received in clinic or school?			
Speech therapy	Occupational therapy	Physical therapy	Vision support
Other			
Evaluations/assessments			
Reports available			

Other considerations

Note: these are not intended as direct questions to ask the family, but the information can be gathered during the meeting with them.

Parents' level of spoken English
Beginner Intermediate Advanced
Understanding of the English education system
Understanding of support services including hospital, clinical and education
Are the parents refugees or asylum seekers?
Are the parents part of ethnic minority community/group?
Is the family isolated? (i.e. no other families share their language and cultural background in area.)
Are other relatives/friends able to support the family and child?

Action plan

The action plan should include who will take responsibility for making sure the action is done and by when.

Actions to be taken	How and by when?
Connecting family and child to services including health, audiology, education, voluntary, etc.	
Assessments needed (this could include communication, language, speech, literacy, cognitive, emotional and social)	
Hearing technology needed	
Support needed in school setting (this could include transport, transition support, interpreter services, local authority services, English language classes etc.)	
Family support, including English language classes	
Interpreter and translation needs	

Other	
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Which language?

Often families believe that they need to use English at home as their child is using English at school. However, most professionals and academics agree that parents of deaf children should use their home language (in which they're most fluent) with their child and communicate with them as much as possible.⁴

You should provide reassurance to the family that they should use their home language. As well as helping the child bond with their parents and family, it also makes acquiring other languages easier when there's a solid first language in place for the child. Using the home language within the home can also help families share values, traditions and cultural identities. If children can speak and write in their families' home language, they can make new friends in their community and keep in touch with family and friends in their own country or region.

The only exception to the above is where children may have limited access to a spoken language. This may be because they have relatively little benefit from hearing aids, are awaiting a cochlear implant or because they have had relatively little audiological input during their formative early years. In these cases, families should be supported and encouraged to use sign language with their child. You should ensure that families are able to access support in learning sign language themselves and that children receive an appropriate education placement.

In addition, it is important to recognise that some deaf learners with EAL will be multilingual and/or multimodal. Deaf EAL learners are just as likely to be using a sign system or sign language to communicate, or to support communication alongside spoken language, as deaf learners who have spoken English or BSL as a first language. It's also important to remember that, as with spoken languages, there are different sign languages throughout the world. Signed systems or sign languages may include the following.

- Home sign. A system of signs and gestures which are created to communicate with the deaf child, within their own family. This may occur if parents do not know or have access to the signed language of their community. Home sign systems show some of the same characteristics of signed and spoken languages, and are quite distinguishable from the gestures that accompany speech. Words and simple sentences are formed, often in similar patterns despite different home sign systems being developed in isolation from each other.
- The sign language of the family's community or culture.
- The sign language of the country they have been resident in before

arriving in the UK.

- British Sign Language (BSL).
- Sign supported English (where signs are used in the same order as spoken English).

Building rapport with families

It's important to develop a good rapport with all families, especially when families are new to the UK. Some will be unfamiliar with public services and/or where contact with public bodies either in the UK or in other countries has not always been positive (for example, families from a Roma background).

You will need to take time to think about what you can do to build relationships and develop trust with such families. Ensuring that the different cultural backgrounds of families are recognised will also help to build rapport. To support this, professionals should think about how they can develop their cultural competence skills or their awareness of different cultural practices. This includes a knowledge of cultural beliefs and their impact on medical/health decisions, education choices and the beliefs about disability both within the educational setting and the family.

Peer support

Many families with deaf EAL learners find it helpful to meet with other families who are experiencing the same journey. Community or local groups may already be available, or your service may wish to consider setting up informal opportunities for families to meet, such as coffee mornings. As well as providing families with peer support and local connections, these kinds of local groups may offer good opportunities for providing collaborative activities in accessible English with families to help them familiarise themselves with local health and education services. They can also be opportunities to provide information and advice to families on, for example, effective use of hearing technology and ideas for supporting their child's learning.

Where families are from cultural backgrounds where disability is seen as negative or 'shameful', community and local groups may be a useful way of promoting more positive attitudes around deafness through, for example, the use of role models.

Planning for starting at the early years setting or school

Creating a welcoming environment in any education setting is important for all families with deaf EAL learners but is especially important where families are new to the UK and/or where families have arrived from areas of conflict. Where possible the child's start date at the setting should be planned in

advance, so there can be a comprehensive induction for the EAL learner and their family.

All staff should be told about their arrival, so that everyone makes sure they welcome them. This may seem simple, but can have a lasting, positive impact on the child and their family. For the family of an EAL learner, especially those newly arrived in the UK, the setting often becomes central to their lives and is the place they come for the support and information they need to settle into a new community.

Working with other professionals

In supporting deaf EAL learners, you'll need to work closely with a team of other professionals that can meet the needs of the child and family. They include classroom teachers, teaching assistants, Teachers of the Deaf, speech and language therapists, audiologists,⁵ special educational or additional learning needs coordinators and EAL coordinators. They all need to work together to make sure there's consistency in the language and educational support being given. This close working should be carefully recorded, along with all other records kept on the child's levels and progress. The records will be useful for maintaining consistency of support if the family relocates to a different area and for ensuring information can be transferred to other settings or areas.

Give families plenty of time to meet with the staff involved in their child's clinical and educational care so that you can ensure the family fully understands the information being given to them and is fully engaged.

“ I found joint teaching sessions with speech and language therapists to be a successful strategy – using functional topics around time, the weather, days of the weeks and months of the year, a lot of question and answer work was covered.

– Head of education service

In particular, you'll need to work with audiology services to make sure that the deaf EAL learner has the hearing technology they need to listen and learn effectively. The audiologist will be able to explain to staff the hearing levels of the child, their ability to access learning through listening and the hearing technology they use, such as hearing aids or implants.

Accessible information

You should make sure the written language you use is clear, accessible and not unnecessarily complicated. Language should be simplified (without losing any essential meaning), free of jargon, with technical terms explained in plain English. Some simple tips are shown below.

Accessible language

- Decide who will use the material and adapt it for them.
- Keep sentences short.
- Use commonly used vocabulary.
- Consider adding a glossary.
- Use the Collins COBUILD *English Dictionary* to find frequent words.
- Avoid writing in the passive voice, complex sentences and idioms.

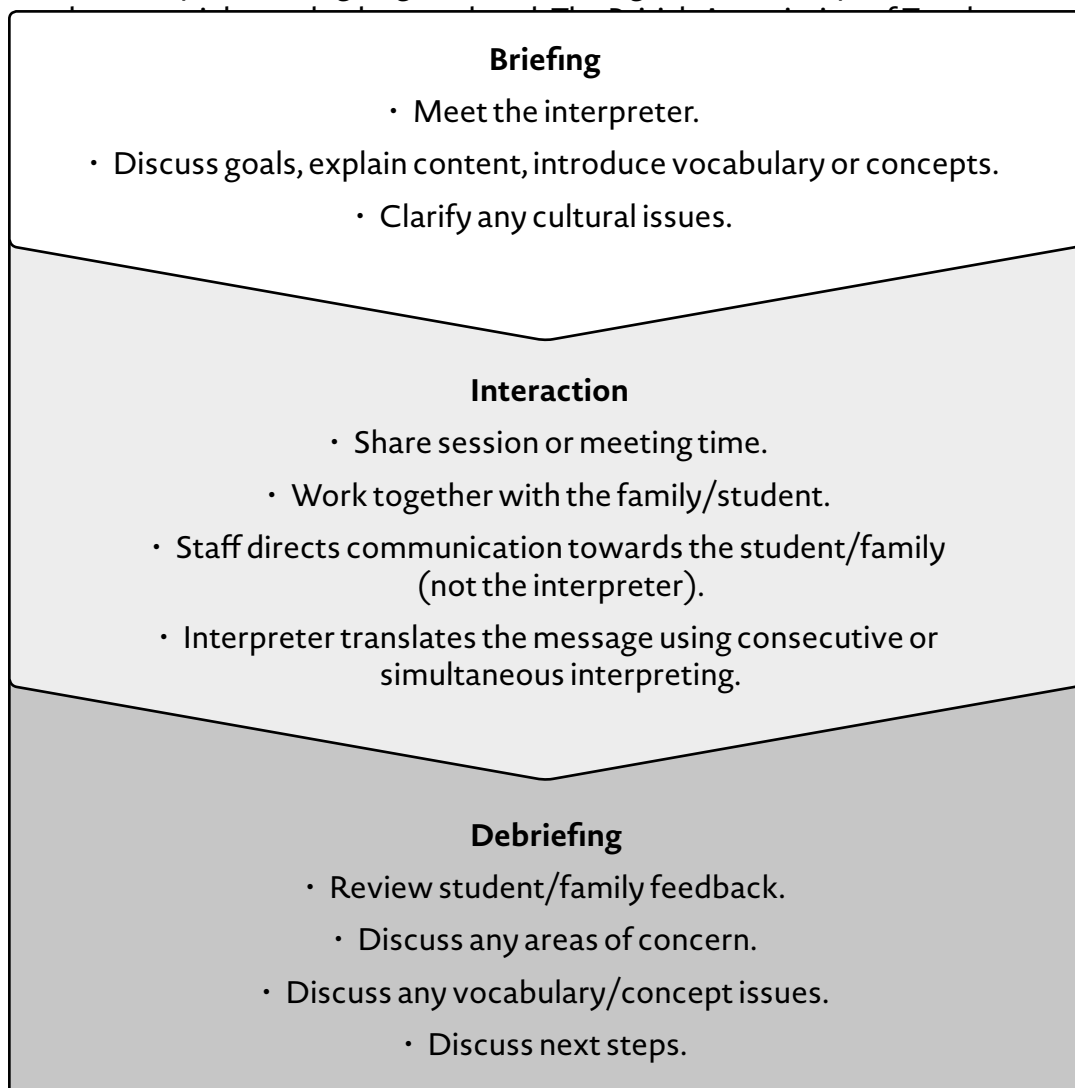
Use a clear layout

- Use bullet points and space them well.
- Can you change some text into diagrams?
- Use double Return for paragraph breaks.
- Keep the font size at least 14 point.
- Use Arial font as first choice.

Check your modification

- Use the computer to see how much you have improved the readability.
- Ask for a second opinion – have you kept the same meaning?
- Have you retained the technical/subject terms the learner needs to know and understand?

Clear and effective communication and the production of accessible materials should be kept under ongoing review, including when an interpreter should be



of the Deaf (BATOD) have produced training materials for language modification in the classroom which can be used by Teachers of the Deaf for training mainstream staff, teaching assistants, communication support workers and others working with learners who have difficulty accessing and processing language. This is available at: www.batod.org.uk/resource/training-materials-for-language-modification-in-the-classroom/

Using interpreters

Use of interpreters, where needed, will ensure families have full access to information. They will be especially important during induction, planning and transition meetings to enable a clear, two-way transfer of information between the family and other professionals.

An interpreter can also help families access written materials, such as reports and assessment summaries which aren't translated into their home language, or that they may find difficult to understand if their literacy skills in English or the home language aren't strong.

Interpreting services can be expensive and may be difficult to access on a daily or regular basis. Where funding for interpreters is limited, you could explore whether support can be given by a local community group or voluntary services.

The use of family members as interpreters is strongly discouraged. This is because of issues around confidentiality and also because information may not always be interpreted correctly, particularly if there are key terms that the family member isn't familiar with.

Selecting an interpreter

Finding the right interpreter is important. This role may be filled by different people depending on the situation – the interpreter you select to give a quick message to parents at the end of the day may not be the same as the one you select to come to an intervention session or a planning meeting.

Professional interpreters are trained to work effectively and efficiently in their role and to respect the confidentiality of all meetings. You may need to allow time and preparation before any key meetings to ensure that interpreters are familiar with the terms and language around hearing loss that will be used.

A simple tool for working with interpreters is known as the Briefing, Interaction and Debriefing (BID) process. It's a process that has been adapted from Langdon (2002) *Interpreters and Translators in Communication Disorders: A practitioner's handbook*. It's a simple template for how to use interpreters for better access and outcomes for students and their families.

BID process flow chart

Translation of information

Where families' understanding of written English is limited, having reports and written materials in a language that they can read is also important. This applies to any emails and letters that are sent to them for the appointments, especially for the initial appointments.

There are professional services that can do these translations. Translation is a costly service, so talk to health and education services about how they will secure funding for this. Daily interactions and sharing information between the school and the family could be done through someone who speaks the same language as the family within your setting. You can also try using translation apps – but beware that these tools aren't always accurate, particularly with large pieces of text, so you will need to check that the family understands.

To support deaf EAL learners and their families:

- recognise the diversity of experiences and backgrounds of deaf EAL learners
- ensure you have as much information as possible about the deaf EAL learner and the family so that you can identify the support they may need
- give a clear message to families that they should use the language they're most fluent in when developing their child's language skills at home
- consider how to build and develop rapport with families
- plan in advance for a new child starting so that a comprehensive induction and welcoming arrival can be in place for them and their family
- make sure families are clear on the roles of different professionals and services that can help them and that there's an effective team supporting the child
- keep all communications under review to make sure they're clear, easy to understand and, where possible, simplified
- where possible, make use of professional interpreters who have appropriate cultural and linguistic knowledge relevant to the family
- make sure families have access to translated information about local services where needed.

2 Assessing deaf EAL learners

Assessment of language development is key – for deaf EAL learners it's essential to establish a baseline of the child's languages, to find out which languages are spoken, which language they're strongest in, and where further support is needed to ensure they can settle well into the learning environment. Knowing which language skills are strongest in terms of spoken language, reading and writing, will also be useful.

Teachers of the Deaf will already be experienced in using specialist assessments to identify the English language skills of deaf children. This section is primarily focused on the issues to take into account when assessing deaf EAL learners who are using other languages.

It can be challenging for Teachers of the Deaf and education settings to get detailed information about the language skills of deaf EAL learners before they join the setting. As well as the child's language development in both their home language and English, it will be helpful to know about the learning environments they've previously been in, the cultural context of language learning in their family and the parents' understanding of the effect of their child's hearing loss on their language development, and their learning in general.

Even where children have lived in the UK for some time and appear to be fluent or nearly fluent in English, it is still important to assess their language skills. To understand what language skills the child has, you should look at their Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

- Basic Interpersonal Communication Skills (BICS) – the ability to understand and use basic words and phrases within the context of everyday conversational speech. These skills are often learnt relatively quickly and may be consolidated in the first two years of exposure.
- Cognitive Academic Language Proficiency (CALP) – the ability to understand and use language in academic situations for the development of literacy skills and learning across different areas of the curriculum. CALP is more challenging as it involves complex language and concepts used for hypothesising, reasoning, deduction etc. and how to do these things in the classroom. CALP can take five to seven years to develop with some children taking ten years to consolidate these skills. Children who have achieved CALP in their home language may be able to transfer this knowledge into their second language. Deaf learners with English as a first language are less likely to acquire CALP without direct teaching and support. It is therefore more likely that deaf learners with EAL will not have developed these skills in their home language.

In addition, it may still be useful to measure language development in the



child's home language as well as English to find out about their overall language development (suggestions on how to do this are set out later in this section). There are not many assessments available to assess the full range of languages deaf children use and so you might need to gather information (more informally) through guided observations, discussions, assessments which are available in the home language and the use of assessments through an interpreter.

Proficiency in the English language has been identified as the main cause of the difference in the attainment of EAL learners more generally.⁶ Proficiency in English can also determine the type and level of support a child will need. You should therefore familiarise yourself with assessments and resources used with EAL learners more generally. One key resource is The Bell Foundation's award winning EAL Assessment Framework for Schools. This framework is a straightforward, easy-to-use assessment tool for assessing learners with English as an additional language. At its core are EAL assessment descriptors (one set for primary and one set for secondary) that teachers can use for both summative and formative purposes. The descriptors are designed specifically to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide progress. What makes the framework unique is the academic rigour with which it was developed and the level of detail in the descriptors themselves that consider both English language proficiency and the

curriculum context in which the language will be applied. This makes it relevant to what learners are doing in educational settings and enhances the level of teaching and learning. The framework includes classroom support strategies that map directly onto key language descriptors and provide practical ways to support EAL learners at each stage of their language development. It also includes a pupil tracking tool so you can monitor and record the progress of EAL learners, and make sure accurate records on language development are kept.

What's needed for assessing a deaf EAL learner?

Assessment is an ongoing process – it's important to begin building a picture from the time the child starts school as well as completing the assessment over time in a systematic way to make sure this picture is a valid one. A clear process needs to be set for comprehensive assessment.

You also need to identify and agree the purpose of the assessment – it may include one or more of the following:

- establishing baseline information to identify a child's starting point
- finding out if there is a specific language impairment or a language difference
- assessing progress
- gathering data to support a prognosis
- identifying the best intervention approach for the child.

Before any assessment, it's important to complete a full case history for the child, including their family background. This will help you decide on what assessment approach to use and how to assess the child. You could start by using a questionnaire to gather information from the family and other relevant people who know the child, for example, community support workers, clinical staff and those from a previous educational placement.

Think about what kind of case history form would work best for this – it'll need to suit the education setting, capture any issues or concerns, and any other relevant supporting information. An example case history form is shown overleaf. Make sure you include which languages are being assessed and against what benchmark.

Ideally, deaf EAL learners will be assessed by a bilingual teacher, speech and language therapist, or therapist who has experience in assessing children with different cultural and linguistic backgrounds. They'll need to be fluent in both English and also the language of the child. However, it can be difficult to find someone who has these attributes. The next best alternative is if a teacher or therapist carries out the assessment with assistance from a trained interpreter who has experience working with the teacher or therapist.

→ Case history form example

This form should be completed by the school, Teacher of the Deaf, family and any other professional working with the child.

Name	Muhammad Ahmed
Year level	Year 4
Sibling at school	No
Country of origin	Pakistan
Home language(s)	Urdu
Previous education placement	School in Pakistan
Years of education in English	2
Hearing loss	Bilateral moderate sensorineural hearing loss
Technology used	Hearing aids and a radio aid



<p>Receptive language (<i>assessment used</i>)</p>	<p>Ahmed came out with a low score on the British Picture Vocabulary Scale (BPVS) assessment, however he was able to use some strategies to work out which was the most likely answer.</p> <p>Ahmed can identify plurals and regular past tenses but he is not always hearing the 's' and 'ed' sounds.</p> <p>He is able to make some inferences and draw conclusions.</p>
<p>Expressive language (<i>assessment used</i>)</p>	<p>Ahmed is struggling to form more complex sentences but can repeat them back.</p> <p>He is not using the past tense in spoken utterances.</p>
<p>Reading (<i>assessment used</i>)</p>	<p>Ahmed knows all 44 phonemes in the English language, but struggles to blend and segment accurately.</p> <p>Ahmed's comprehension is affected by his poor knowledge of vocabulary.</p>

<p>Writing (assessment used)</p>	<p>Ahmed is able to spell some high frequency words. His phonic attempts can be variable.</p> <p>Ahmed can structure simple sentences but may leave off word endings.</p> <p>Ahmed is able to use more complex sentences when he talks about what he wants to write but continues to need to support to write these down.</p> <p>Ahmed can become muddled when recording information.</p> <p>Ahmed has some great ideas.</p>
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Support strategies (include key strategies to support language and learning used across the school programme)	
1	<p>Ahmed needs support to produce the word ending such as 's' and 'ed' in his speech consistently. Make sure the radio aid is being used in all lessons and is working. Speak to parents about how hearing aids are used at home and borrowing the radio aid for community groups such as mosque school.</p> <p>Draw attention to word endings in written texts</p>
2	<p>Ahmed continues to need access to a daily phonics intervention programme</p>
3	<p>10 key vocabulary words to be identified and taught fortnightly</p> <p>Access to word/vocabulary mats to support specific curriculum vocab</p> <p>www.ealresources.bell-foundation.org.uk</p>
4	<p>Use graphic organisers to help Ahmed to structure his written work</p> <p>www.ealresources.bell-foundation.org.uk</p>
5	<p>Use a chart to support Ahmed to look after his hearing technology</p>
6	<p>Set up half termly meetings with Ahmed's family, with an interpreter to support families understanding of deafness and how best to support Ahmed at school</p> <p>Teacher of the Deaf to carry out home visit</p>

Additional observations
<p>Ahmed does not like his hearing aids and may try and take them out at playtimes and not replace them. They are often not working and he doesn't have batteries at school. His earmoulds need replacing.</p> <p>Ahmed does not put the radio aid onto charge at the end of the day, unless reminded.</p> <p>Ahmed tells us he doesn't need hearing aids and at home he plays on his Xbox until bed time.</p> <p>Homework is rarely completed.</p>

Key staff	
SENCo/EAL coordinator	
Support assistant	
Interpreter/ interpreter service	
External agencies (clinical, education, community etc.)	

Date of profile		Date of review	
Profile compiled by			

Language maps

Language maps are a way to gather information about the languages used at home, how they're used in daily life, and for what percentage of time. This can help you understand what language exposure the child has had and what stage they're at with their receptive and expressive language. This information can show which language to focus on, what might be having an effect on their progress in language development and where to focus your support or intervention. You could try different ways to gather this information, for example, by having a conversation with parents or family members.

An example of a language map can be found in the National Sensory Impairment Partnership (NatSIP) resource *Language Planning in Deaf Education: Guidance for Practitioners by Practitioners. Teacher Toolkit*. This is available at: www.natsip.org.uk/doc-library-login/bsl-coalition/language-planning

Language maps should be updated over time to monitor any changes in language use and development. It can also be completed by a peripatetic professional who could visit the child and family in different settings. Information can also be gathered from teachers, family members, community members and others who know the child and family.

Talking Mats

Talking Mats is another way of finding out more about a deaf EAL learner, in a very child-centred way. Talking Mats use images, pictures and photos, as a starting point to find out more about the child. It can be made culturally specific and explore the child's interests, experiences and opinions.

More information is available at:

www.communicationmatters.org.uk/page/talking-mats.

Choosing assessments

Families, school staff, Teachers of the Deaf and other professionals working with the child, should all be adding to the range of assessments required to find out the child's proficiency and knowledge of their home language, communication skills, spoken English, BSL, literacy, specific curriculum areas and non-verbal intelligence. When deciding which assessment to carry out, it is important to remember the following.

- The EAL coordinator in school may already be using a range of assessment tools to monitor progress.
- Informal assessment is as valuable as formal assessment.
- Instructional language and the vocabulary of the test may be complicated or unfamiliar and prevent the child from showing what they know.
- Some tests may have cultural aspects that are unfamiliar to the child.

- Standardised tests on the whole population may have been carried out several years ago and may not capture enough data on deaf EAL learners.
- ‘Soft data’ – what the child does when completing an assessment – can be as valuable as ‘hard data’.
- Deaf learners with EAL do not always follow a similar trajectory to their monolingual peers. They may have more uneven profiles. They may be multilingual and/or bimodal learners.
- Home language development is as an important part of the child’s language profile as English.
- The child’s ability and motivation to communicate effectively and appropriately, is as important as their language ability.
- Formative assessment is considered to be more culturally fair to those from different linguistic or cultural backgrounds and may be more sensitive for measuring change in language over time.

Translating assessments

Translating tests can be expensive and time-consuming. It is important to be aware that some elements of a spoken English test, for example a specific grammar construction, may not be present in the child’s home language. It may also be heavily reliant on the skill of the translator or interpreter who may not be familiar with the test content or language content. Checklists and questionnaires are the most easy to translate

Standardised tests

Standardised tests may not serve this population well. They can be stressful for the child, may only identify weakness and not strengths and any data provided will be relatively weak, as they have been standardised for those with English as a first language and often contain unfamiliar cultural items and vocabulary. Deaf EAL learners are likely to underperform on such tests which can lead to lowered expectations.

Informal assessment

While formal assessment tools are central to learning programmes, regular, informal assessment is also important as a way of gathering information about baseline skills, areas of need and strength, and to monitor the progress of the child both in language development and knowledge of the curriculum. They could include annotations alongside the student’s work, photographic or video observations, and keeping written records.

Observation

Before starting any observation, think about the reasons for the observation and capturing the most important information. Scheduling observations can be challenging in terms of time, staff and training, but observations are a useful way to build a complete picture of the child, and their development and progress. Snapshot observations can be carried out by any member of the school staff at any time and may include language observed in the playground with friends or at picking up time, with the family, at the end of the school day. More detailed observations can be planned during curriculum time to find out information on, for example, engagement with tasks, listening behaviours, communication ability or advocacy skills.

Assessing home communication and language

Research⁷ shows that children who have good support in both their home language and English have better outcomes. Assessing the home language not only allows professionals to support the home language, where appropriate, but will also inform the second language learning journey as well. It is important to remember to:

- use a range of methods to collect information including checklists, questionnaires, videos and observations.
- use a bilingual interpreter from home or the community where possible.
- be aware of language domains and bilingualism.
- be aware of cultural implications.

The MacArthur Bates Communication Development Inventory (CDI). This is a parent report checklist appropriate for children learning English and/or Spanish but it has been developed in a wide variety of language and dialects. It is standardised for children between 16-30 months but can be used with older children without the standardisation. More information is available at www.mb-cdi.stanford.edu.

Assessing communication, English and British Sign Language (BSL)

Teachers of the Deaf and speech and language therapists have a range of assessments they will be using to assess deaf learners' communication, language and BSL proficiency, however it is important to remember that not all of these will be suitable for deaf learners with EAL. Below are some assessments that could be used with this group.

Early Support Monitoring Protocol for deaf babies. The protocol can be used to monitor and track the development of communication, spoken English and British Sign Language (BSL). Although it was developed for the 0–3 age range the checklists could be used with older children and their families.

www.ndcs.org.uk/professional_support/our_resources/education_resources

British Picture Vocabulary Scale (BPVS3). The BPVS3 assesses a child's receptive (hearing) vocabulary, at 3–16 years. As no reading is required, BPVS3 can be used to assess vocabulary development in those with English as an additional language (EAL). Be aware that some of the pictures are culturally specific. **www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3**

The New Reynell Developmental Language Scales (NRDLS). The NRDLS provides diagnostic information about a child's production and understanding of spoken language. An additional handbook (*The Multilingual Toolkit*) gives guidance on how to adapt and use the NRDLS with children for whom English is an Additional Language. Be aware that some of the pictures are culturally specific. **www.gl-assessment.co.uk/products/new-reynell-developmental-language-scales-nrdls**

British Sign Language Vocabulary Test. This is a computer-based assessment of signed language understanding and production in children, aged 4–15 years. The test consists of four child-friendly tasks that include pictures and video-recorded signs. It has been specifically designed to be suitable for use with deaf children. **www.dcalportal.org/tests**

BSL Receptive Skills Test. The test measures the child's understanding of sign language grammar in sentences. The test is for deaf children aged 3–12 years old who use sign language but it can also be used with older children whose sign language skills are delayed. **www.dcalportal.org/tests**

Assessing BSL Development: Production Test (Narrative Skills). This is an assessment of expressive language ability in BSL. The test assesses a child's ability to remember and structure a narrative and use aspects of BSL grammar through a story recall task of a scenario that the child watches on a DVD.

www.signlang-assessment.info/index.php/assessing-bsl-development-production-test-narrative-skills.html

Assessing literacy

Deaf EAL learners learning to read and write in their second language will have all the challenges that deaf learners experience. Specifically, there may be additional challenges with the acquisition of synthetic phonics, comprehension and new grammatical constructions.

York Assessment of Reading and Comprehension (YARC) The YARC assesses English reading and comprehension and can identify specific issues with, for example, phonological processing and comprehension. Children are

benchmarked using a single word reading test to decide which text should be administered. EAL students were included in the standardisation sample. www.gi-assessment.co.uk/products/york-assessment-of-reading-for-comprehension-yarc

Auditory/speech perception

Speech intelligibility (how clearly the deaf EAL learner's speech can be understood) and functional listening (what a child can hear in the learning environment) assessments are also very valuable. Results may support:

- meeting thresholds for suitability for other hearing technologies
- identification of language/phonological processing difficulties
- understanding the deaf learners use of lip patterns
- engagement with the family in regards to how personal hearing technology is used in the home.

When assessing the listening skills of deaf learners with EAL, you'll need to find out the difference between what they're able to detect and respond to, compared to what they're able to hear but are unable to understand because of their limited language, poor listening conditions or faulty technology. This will help those working to support the child in the classroom and audiology services. No single test will give you the information you need but using different assessments and approaches together will give you the best picture of their functional listening abilities in everyday life.

Ling Sounds. The Ling Six Sounds span the length of the speech banana and if the child responds to all of these sounds, we estimate that they have access to all of the sounds of speech. However, be aware that the speech banana may not cover all the speech sounds in all languages. Presentation of the Ling sounds should also be considered, for example 'oo' maybe accompanied by a picture of a cow –moo, but cows may not always say 'moo' in different cultures. Translations of the Ling sounds into different languages can be found at www.medel.com/uk/media-gallery-print-materials-rehab/.

Nottingham Early Assessment Package (NEAP) 2. The NEAP 2 is an assessment package which includes auditory perception and speech production measures. It has been translated into 12 different languages. www.earfoundation.org.uk/shop/items/78.

EAL toy test. This test uses toys to identify what the child can hear. It was developed because it was found that test materials such as the McCormick toy test, were less effective in identifying hearing difficulties in children who spoke English as an additional language. They identified words acquired by young Asian immigrant children and produced a developmentally and culturally appropriate set of 14 words. www.soundbytesolutions.co.uk/word-lists/english-as-an-additional-language-toy-test



Assessing cognitive development

The assessment of cognitive development in deaf children with EAL is extremely important. A non-verbal reasoning test allows us to measure a child's potential to learn without having a language barrier. Tests should always be carried out by those familiar with communicating with deaf children so that any communication or language difficulties don't impact on the results of the assessment.

Test of Non-Verbal Intelligence (TONI-4). The TONI measures non-verbal intelligence. It's a norm-referenced test which taps into abstract reasoning and figural problem-solving. The task lasts approximately 10–15 minutes. Be aware that there are both verbal and non-verbal instructions and some children may not feel comfortable with the puzzle-like format. Test directions are in Spanish, French, German, Chinese, Vietnamese, Korean and Tagalog.

www.pearsonclinical.com

More information about the specialist assessments mentioned in this section can be found in the National Deaf Children's Society resource *Assessing and Monitoring the Progress of Deaf Children and Young People*, available at **www.ndcs.org.uk/assessments**.

The National Sensory Impairment Partnership have also published guidance for professionals working with deaf children on developing language planning in schools and services where a range of languages, including sign languages, are being used.

www.natsip.org.uk/doc-library-login/bsl-coalition/language-planning

A	<p>New to English</p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
B	<p>Early acquisition</p> <p>May follow day-to-day social communication in English and take part in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
C	<p>Developing competence</p> <p>May take part in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
D	<p>Competent</p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
E	<p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>
N	<p>Not yet assessed</p> <p>For learners who have joined the school close to census day.</p>

To support deaf EAL learners:

- get detailed information about the child's language development in their home language and their exposure to English
- familiarise yourself with good practice and frameworks used with EAL learners generally, including The Bell Foundation EAL Assessment Framework for Schools
- make use of the different specialist assessments available, using them appropriately and recognising any limitations, where applicable, for deaf EAL learners
- where possible, use bilingual professionals to carry out specialist assessments – or make sure you use a trained interpreter to support the child.



3 Classroom strategies

Deafness isn't a learning disability and deaf children have the same potential to attain and achieve the same as any other child, given the right support. Deaf EAL learners will need this additional support, as many of them will be playing 'catch up' in a changing environment where they have to learn at least one new language while at the same time having to learn the curriculum.

As well as the support that is provided for deaf children generally, it's very likely that adjustments will be needed for the deaf EAL learner to access learning. As set out in the previous section, having a clear understanding of the deaf EAL learner's proficiency in English and their home language is key. For example, where deaf EAL learners are using a different language in the home, this could be used to scaffold their understanding in English.

→ Teaching planning grid A

The following grid (with example text) may be helpful in planning for a deaf EAL learner – thinking about the strategies needed, language to be used and the other resources, which will help the child be successful.

Student name: Ahmed		Topic/lesson: Science – Cause and effect	
<p>Learning outcome: Ahmed is able to tell someone else what happens to an egg when it is boiled and fill in a cause and effect table</p> <p>www.ealresources.bell-foundation.org.uk</p>	<p>Speaking and listening tasks Using language to explain and describe: I think Because When ... This is different from/ because The differences between ... and ... are ...</p>	<p>Supporting reading Ahmed will need some support from his TA</p>	<p>Visual Photos Word mat</p>

<p>Modelling</p> <p>Language structures to describe the change in the egg</p>	<p>Vocabulary needed</p> <p>Boil, white, yolk, transparent, change</p> <p>Cause, effect</p>	<p>Home language skills</p> <p>Does Ahmed have vocabulary in first language?</p>	<p>EAL resources</p> <p>Bilingual TA</p>
<p>Evaluation</p> <p>Ahmed has some basic vocabulary in home language but not more complex terms such as cause and effect, yolk and white</p> <p>Ahmed is able to form more complex sentences describing cause and effect after they have been modelled</p> <p>Ahmed needs more practise using the same sentence structures but in different situations/subject areas</p>		<p>Next steps</p> <p>His bilingual TA is teaching the vocabulary in both languages so he can talk to his family about what he did</p> <p>Photos have also been sent home of the task and his chart</p> <p>Ahmed will be able to use cause and effect language structures in PE to describe the change in body temperature and heart rate after exercise</p>	

Thinking through the session and breaking it down into parts could help you to identify what language support and resources are needed and how best to make the child feel supported.

➔ Teaching planning grid B

Another grid⁸ for recording the areas specific to an EAL learner is shown below, with example text to show you how it could be used. Using this approach, you can record the adjustments and what you need to focus on in terms of English as an additional language.

Topic	Activity	Language function	Language structure	Vocabulary
Light and dark	Looking at objects through coloured blocks or cellophane to see what impact the colour has and whether the colour changes	Describing Comparing	<p><i>What colour are you using?</i></p> <p><i>It's blue</i></p> <p><i>What colour does it become?</i></p> <p><i>I was looking at the yellow ball. It changed to green</i></p>	<p>Colour blocks</p> <p>Cellophane</p> <p>Red, green, blue, yellow, pink, purple</p> <p>Change</p> <p>Become</p>

Language development across the curriculum

Having high expectations for deaf EAL learners is important. Once support is in place, learning should be no less challenging or stretching for deaf EAL learners than for their peers who have English as a first language. Like any other learner, the EAL learner will have areas of strength and interest and these should be taken into account. Teachers have responsibility for both the learning and the language development that takes place in the classroom. They will need to consider:

- what spoken/signed language demands there will be
- what pupils will need to listen to
- what texts pupils will be reading
- what genres will be introduced
- what aspect of grammar the tasks will entail
- what specific vocabulary will be required?

Deaf EAL learners in the early stages of English language development will benefit from the following.

- **Hands-on experiential learning:** providing opportunities to learn through all the senses as well as apply the new language to a real life experience. For example, if you're working on letter-writing structure, you might

talk about gathering and using appropriate materials, writing a letter to a family member, going to mail the letter, receiving the letter and responding.

- **Visual cues and supports:** this includes the use of sign language, gesture, pictures, photos, video, books etc. The visual cue allows the child to link the auditory event of the new vocabulary, language or concept with an object, helping them to better understand.
- **Building on foundation knowledge:** this is critical to make sure the learning is accessible for the child, but with the right amount of challenge to effect learning.
- **Talking around a topic and across the curriculum:** to give a broad context for the child's understanding of new information. By showing them clear links with known language and concepts as well as linking to other areas helps with learning and understanding new ideas.
- **Use of first language to support understanding in English:** using a bilingual support worker or an interpreter to link the English word to the words in the pupil's first language bridges understanding.
- **Support frameworks:** for organising their thinking and understanding. This could include bilingual dictionaries, topic maps and other tools discussed in the strategies section.
- **Modifying language:** for example, slowing down speech, changing vocabulary, and avoiding colloquialisms and idioms. Giving examples of abstract concepts where possible.

You may also find making a student 'passport' or 'profile' for each subject useful, as it'll help with planning and learning in class. The profile can include strengths and areas of needs, hobbies and interests, background and family details that you can then apply that to each learning situation.

Example profile: Arshad

Arshad has started at a new school, and has limited English. He seems to have a short attention span in language-heavy classes, but he loves maths, art and hands-on lessons. He loves football. His dad works at a local university. He has good language skills in his home language, and he uses a technology translator app in class.

You can use this information to help Arshad in class by:

- using the knowledge about his interests to help him in developing interactions and friendships with his peers
- adjusting the support given in language-heavy classes (such as English and history) compared to maths and art. This may include oral rehearsal, pre-teaching vocabulary, speaking and writing frames, translation of key words etc.

- checking he's in an appropriate group in maths and art based on his ability rather than his language level
- linking him with others who use his home language to help him in moving into a new environment. They could do some activities with him in his home language, for example discussion activities that involve reasoning
- making sure he's using technology in his classes to help with access and exploring translator programmes that will work best for him.

Template personal passports and profiles can be found on our website at www.ndcs.org.uk/passports.

Bilingual teaching assistants

Where possible and available, bilingual teaching assistants can be used to help children settle into the English school environment. A carefully planned programme where the bilingual teaching assistant can help the child in their home language at the beginning – linking it to English – and then eventually supporting in English, and helping the child to understand the learning is helpful.

A bilingual approach means that a student can learn in both languages. As they become more proficient, learning can be supported in English only for some subjects, topics or activities. This move needs to be closely monitored to make sure that change is happening as the deaf EAL learner's skill and confidence increases and they are becoming less reliant on their home language for learning in the classroom.

Take care that children don't become overly dependent on teaching assistants and that there is effective liaison between the teacher, the Teacher of the Deaf and the teaching assistant, with teaching assistants receiving ongoing training as needed. Bilingual teaching assistants should support the deaf EAL learner to become independent and not, for example, become relied upon to translate for longer than is needed.

More information on effective working with teaching assistants can be found in the National Deaf Children's Society's resources in the Supporting Achievement series. www.ndcs.org.uk/supportingachievement

Other strategies

Providing a welcoming environment

As set out earlier, classrooms and learning settings that are welcoming and show an understanding of the home language and culture help bridge the gap between the home community and the educational community. This can be done by, for example, using multilingual signage in the setting – this shows children and families that their home languages are valued and that they're welcome in the school.

Creating a good listening environment and using technology

The listening environment plays a key role in enabling the child to access information. Whether a child is deaf or not, when acquiring a new language they will need to learn new:

- social language and signs
- sounds/phonemes
- intonation patterns
- lexicon
- language structures and grammar.

Strategies to support successful listening include the following.

- Improving the listening environment and minimising background noise – a noisy environment makes it difficult for a deaf learner to follow speech; they often need things repeated and become tired more quickly.
- Consistent and effective use of personal hearing technologies.
- Preparing children in advance for what they are about to hear in lessons. Adults who share a first language with children (such as a bilingual teaching assistant) could share the objectives for the lesson in advance and agree on what the listening focus will be. They could also summarise the content of what they're about to hear, draw from and highlight any prior knowledge or experience the children may have and provide key subject-specific vocabulary.
- Encouraging children to check their understanding by discussing new information in their first language as well as in English with their peers.
- Providing visuals which help children to anticipate the way in which the talk may be structured and support the identification of key points.
- Understanding and building in time during the listening activity for children to think, formulate questions and ask for clarification if they need it.
- Creating a supportive environment in which children going through a silent learning stage can concentrate on understanding the speaker without being expected to contribute.
- Modelling of good listening including asking the sort of questions good listeners need, for example, "What does [X] mean?", "Can you repeat that please?", "I didn't quite understand, can you say that another way, please?" Comments to show speakers you are actively making sense from what you hear, for example, "Oh yes, I've seen one like that before." Comments which signal to speakers that you are ready for them to move on, for example, "Go on", "... and after that?".

Group work

Research has found that it's valuable for deaf EAL learners to work in small groups of other EAL learners to reinforce language concepts. This can take different forms, including:

- focused small group, activities to allow for learning in a smaller and quieter environment
- intensive small group work to develop skills in English or Sign Supported English
- introducing pupils to others in a similar situation, such as having a daily reading club for these pupils – this also gives deaf EAL learners the chance to meet other deaf role models
- sharing aspects of the children's home culture with others, for example, talking about festivals, cooking, looking at cultural artefacts – the child will see that the adult attaches value to their culture.

Teachers should ensure there is good conversational turn-taking in any small groups, to help promote good language-learning opportunities for the deaf EAL learners in the group.

Providing opportunities for deaf EAL learners to work with other children who share the home language in supported pairs and/or small groups can also have wider benefits in helping children develop friendships and build their confidence. This will help them become confident, successful learners and reach their potential in the school environment. These groups could include same-language buddies, mixed friendship groups and peer mentoring with a child who uses language well.

Making learning visual

- Add pictures and diagrams to PowerPoint presentations – often there is a lot of written English which can be challenging or intimidating to the deaf EAL learner. Adding more visuals will support the learner in decoding and understanding written English.
- Build vocabulary with flashcards. They can also be useful for sequencing, matching, ranking and grouping activities. Types of flashcards include picture only, pictures with the word in their home language, pictures with both language words, pictures/word only on separate matching cards.
- Use word mats or strips for language for a particular subject or topic. They can be A4 or A3 size with the word plus a picture or diagram to help with comprehension or spelling.
- Word walls – display a group of words related to a focus topic or theme on a wall.
- Use visual dictionaries, with images linked with spoken and written words used at school, and specific ones for particular subjects or topics.

Other strategies

- Pre-teaching new vocabulary and concepts by setting out the language that will be used in an activity in a 'language experience book'. These can be shared with family members to promote home learning.
- Use writing frames and substitution tables to support writing.
- Key word translation tables – this is a list of vocabulary for subject or topic in a table format with translation, meaning and spelling.
- Subject-specific bilingual glossaries.



We have found in the past that deaf children, particularly those with EAL, need discrete teaching of vocabulary in blocks to enable them to see the links between words and to identify words within categories. Vocabulary tests revealed that all our deaf children had significant gaps in their vocabulary development and in some cases had made little progress over the course of a year. Tests since the introduction of discrete vocabulary group sessions have shown that the children involved have made accelerated progress and the gap in their vocabulary is narrow.

– Teacher of the Deaf



Resources

In this section you'll find a list of resources which you may find useful in your work with deaf EAL learners. To select the right resources to meet the child's needs, you'll need to have a clear understanding of the child you're selecting for, taking into account any results of any completed assessments and using your knowledge from ongoing observations.

Free resources

- **The Bell Foundation EAL Assessment Framework for Schools**

A framework to assess the English language proficiency of EAL learners and support teaching and learning in primary and secondary settings, to enable teachers to generate targets to guide progress. It includes classroom support strategies with ideas on how to put in place interventions, including classroom organisation, ongoing differentiation, language focus, marking and feedback and home communication.

www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework

- **National Deaf Children's Society**

Many resources available online but specifically *Assessing and Monitoring the Progress of Deaf Children and Young People* and *Supporting Achievement* resources. **www.ndcs.org.uk/professionals**

- **Ear Foundation Sounding Board EAL Resources**

A comprehensive website with access to forum posts and resources useful for those living and working with deaf people. It has specific links to resources available in other languages.

soundingboard.earfoundation.org.uk/resources

- **The Bell Foundation EAL Nexus Resources**

A resource and information site for teaching staff, school leaders, parents and pupils. With resources linked to the curriculum, ideas pages with helpful strategies for EAL learners and up to date information on EAL.

ealresources.bell-foundation.org.uk

- **Collaborative learning**

A site with many free downloadable resources for working with EAL learners. **www.collaborativelearning.org**

- **Communication 4 All**

A resource site with inclusion tools and lesson ideas

www.communication4all.co.uk

- **LearnEnglishKids**

learnenglishkids.britishcouncil.org/en

- **LearnEnglishTeens**

learnenglish teens.britishcouncil.org/

- **Tiered Vocab**

This strategy may be helpful in determining vocabulary and language targets and where to start with a child. It gives a clear process of moving through tier 1 to 3 vocabulary. An example can be found here.

www.georgialiteracy.org/Detail/92/vobid--460

- **Shape coding**

This resource teaches spoken language and grammar to school-aged children with specific language impairments. The system uses visual coding to show a child the rules for how words are put together in sentences, to develop the child's understanding of spoken and written grammar and to develop their ability to use grammar successfully to express themselves. **www.moorhouse.surrey.sch.uk/shape-coding**

- **'eFaqt' Flash card creator**

Create your own flashcards or find flashcards from other students.

www.efagt.com/en/features/flashcards

- **Living Language**

This resource has a words-in-pictures pack, including a checklist which can be used to establish a baseline of vocabulary use.

[complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/All/downloads/m08p070c/\(M08P070C\)%20Teaching%20basic%20concepts.pdf](https://www.complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/All/downloads/m08p070c/(M08P070C)%20Teaching%20basic%20concepts.pdf)

- **Communicate in print – BSL Sheets**

Worksheets with sets of signs to help children learning sign language.

www.widgit.com/resources/bsl/sheets

- **Text Inspector**

A free online tool which gives information about the lexical density of spoken and written texts. It can be used by teachers to help identify which vocabulary items learners with EAL might need to be taught.

www.englishprofile.org/wordlists/text-inspector

- **Quizlet**

Quizlet is a tool which allows you to create sets of resources to support language development including vocabulary and literacy development. This has a free and subscription section. You can create your own sets as well as search through hundreds of other shared sets.

www.quizlet.com/en-gb

- **Google Translate**

A free tool developed by Google, to translate text, speech, images, sites, or real-time video from one language into another.

translate.google.co.uk

- **Duolingo**

A language learning app. There are good for supporting older EAL learners. **schools.duolingo.com**

- **The Secret of Words**

A programme to help develop deaf children's literacy. Teaching deaf children about morphemes improves their spelling, reading comprehension and text writing. **www.ndcs.org.uk/morphology**

- **Online Dictionaries**

- › Cambridge Essential English Dictionary:
dictionary.cambridge.org/dictionary/essential-british-english

- › Cambridge Learner's Dictionary:
dictionary.cambridge.org/dictionary/learner-english

- › Cambridge English Dictionary and Thesaurus:
dictionary.cambridge.org

- › Macmillan Dictionary: **www.macmillandictionary.com**

- **Early Support Monitoring Protocol**

A tool for parents and professionals to track progress in the first three years after diagnosis of hearing loss.

www.ndcs.org.uk/professional_support/other_academic_and_professional_resources

Resources for subscription or purchase

- **Black Sheep Press**

Resources for those working with children who have difficulties with speech and language. These could be used with EAL learners as well. There are resources for all age groups and some assessment resources are available in languages other than English. **www.blacksheepress.co.uk**

- **Bridge of Vocabulary**

The Bridge of Vocabulary is a vocabulary intervention programme tied to evidence-based research and curriculum standards and developed for both general and special educators. It presents a systematic, intensive approach to help with vocabulary and language growth. It assesses a wide range of vocabulary skills and concepts, including listening, speaking, reading and writing, language processing, categorisation and storytelling.

www.pearsonclinical.com/language/products/10000573/the-bridge-of-vocabulary-evidence-based-activities-for-academic-success.html

- **Poric**

Ideas to assess and develop the linguistic concepts (descriptive vocabulary) needed to access the Foundation and Key Stage 1 curricula. It's based on Ann Locke's Living Language programme which underpins most of the Maths and Science curricula throughout the UK.

www.elklan.co.uk/under-5s/poric

- **Stories for talking**

This is a simple and inclusive programme to develop language through story time. **www.aed.uk.com/stories_sample.htm**



- **Story sacks**

A story sack is a large cloth bag containing a favourite children's book with supporting materials to stimulate language activities and make reading a memorable and enjoyable experience. There are sacks available to support children with EAL, which can be found by searching online.

- **Widgit Symbol Resources**

Widgit software to develop materials for people who have difficulty in understanding and using text. There are also resources available in British Sign Language from Cath Smith. Some resources are available for free.

www.widgit.com/resources

- **Visual Phonics by Hand**

This is a phonics programme in which letters or letter sounds are 'blended' to form groups of letters or sounds, and those groups are then blended to form complete words. It shows you hand cues and strategies to make sure that phonics teaching is made accessible to all deaf children.

www.visualphonicsbyhand.com

- **Dual-Language Learning for Children with Hearing Loss.**

Assessment, Intervention and Programme Development. This is a tool for supporting bilingual language users who are also deaf and use technology.

www.earfoundation.org.uk/shop/items/361

To support deaf EAL learners:

- familiarise yourself with the different strategies and resources that can be used or adapted for deaf EAL learners
- where possible and available, use bilingual teaching assistants
- remember that many of the strategies used with deaf English-speaking learners are still important for deaf EAL learners, including creating a good listening environment and using hearing technologies correctly
- have high expectations for deaf EAL learners and encourage others to.

4 Case studies

The following case studies have been shared by specialist education services for deaf children as examples of how deaf EAL learners have been supported. Some details have been edited for simplicity.

Case Study 1: Child A

Background information

A was diagnosed with a bilateral, severe hearing loss at newborn hearing screening and has worn hearing aids for all waking hours since she was six weeks old. A appears to benefit reasonably well from hearing aids and is making good progress with comprehension and production of Spoken Polish.

The home language spoken by both parents is Polish. Weekly home visits by the Teacher of the Deaf were made with an interpreter because the family have very little knowledge of English. The family have chosen an oral approach to language learning but use gesture and real objects to support their daughter. A has no additional needs.

When A was three she went to a local community day nursery, for four days a week. A radio aid was used at the nursery.

The Early Support Monitoring Protocol for deaf children was used to assess her progress. The Teacher of the Deaf used the interpreter to support the family's understanding, so that the protocol could be completed and 'owned' by the family. A had achieved B stage 10 (24–30 months of age) across all sections in her home language

Learning strategy

- To be able to retell a simple story in Polish.
- To be able to fill in the missing word or phrase in a known rhyme, story retell or game in English or Polish.
- To be able to: share books with adults or other children, making comments on the events, characters and illustrations in Polish and/or English.

A was placed in a small group of children at nursery who had good knowledge of Polish and English. These peers had one English-speaking parent and one Polish-speaking parent. The teaching assistant was Polish with excellent English skills.

The Teacher of the Deaf brought a series of story sacks into nursery. In a quiet room with three other Polish/English-speaking children, the Teacher of the Deaf told the story in English, using props. Page by page, the teaching

assistant repeated what the Teacher of the Deaf had said, in Polish. Each session involved lots of discussion in both languages about the pictures and props. During the week, the teaching assistant retold the story to the children every day, in both Polish and English and related activities were completed and recorded on the home–school tablet. The activities recorded on the tablet, meant the family could see what their child was doing at nursery.

The children were given a story sack to use among themselves in play sessions. Each story sack was used for three weeks. A was able to take the story sack home to retell the story to her parents.

The radio aid was used in all activities in nursery and the other children wore the transmitter when playing with her.

Results

- Over a term, A extended the length of her sentences in Polish and was able to fill in key Polish and English words when the adult left them out.
- She realised that some nursery staff didn't understand Polish and used her English words with these staff, showing a good and flexible understanding of the different languages being used.

Key actions

The following actions were considered to be key in making A's language learning a success.

- Using a teaching assistant with Polish/English skills was crucial.
- Using a radio aid in nursery so that A had additional amplification to support her language learning.
- Using a tablet to help with communication between the home and school.
- Using story sacks at school and at home so that parents could reinforce their child's learning.
- Flexible and supportive nursery provision with quiet room.



Case study 2: Child B

Background information

B arrived in the country from Bangladesh with her grandparent. Only one member of her extended family already in England spoke any English so liaison and communication was generally co-ordinated through her.

Hearing loss had been suspected at 18 months but no hearing aids were available for her. She'd no oral language in either Bengali or English and no sign system other than her own gestural system and facial expressions. She'd never been to school.

She was referred to the sensory service via pupil admissions, who saw on the paperwork from the extended family's request for admission into the local primary school, that she'd 'possible hearing problems'.

Initial learning strategy

As there was no knowledge of her hearing loss, she was placed in her local school and a multi-agency assessment was initiated. The bilingual family development worker employed by the sensory service was involved in all meetings and facilitated contact with the family.

The initial role of the Teacher of the Deaf included:

- contacting the Parents Advice Centre to get more support for the family
- helping with moving B into a school environment
- helping the family register with their GP (before getting B's hearing tested)
- going with the family to audiology appointments.

The Teacher of the Deaf also worked with the school to:

- deliver deaf awareness to B's class
- train the class teacher, teaching assistants and lunch staff, etc. on how to support and include deaf children
- develop 'buddies' in B's class to give peer support
- make sure there was liaison with the speech and language therapist.

- Speech and language therapy assistant came regularly into school and worked on functional communication skills, including sign instruction.
- Level of hearing loss and preferred communication mode were established and training for B and her family started.
- Hearing aids and radio aids worn to maximise use of any residual hearing.
- Children in her class learned a new sign each week, as well as how to greet each other in sign language.
- B was given a tablet for use at home and school. This helped to capture images that could later be used in development of appropriate signs, and video clips of sign and the written word.
- Family went to a family communication group to learn sign language with the help of the bilingual family development worker. The National Deaf Children's Society Family Communication course was followed.
- School provided a high level of one-to-one teaching assistant support. There are also regular visits from the peripatetic Teacher of the Deaf who supported B to access the curriculum and to help her with social and emotional development.
- Multi-agency meetings were arranged to carry out an Education, Health and Care (EHC) needs assessment for an Education, Health and Care (EHC) plan, and to consider issues around placement and communication development.
- Teacher of the Deaf worked on social and emotional development with small group of hearing children where she's showing good signs of progress.
- School applied a modified curriculum.

Key actions

- Initially, build a good relationship with extended family – use bilingual family development worker if possible.
- Use a tablet to support communication both at home and school.
- Give deaf awareness training to children and school staff.
- Deliver sign language training to the family.

Case study 3: Child C

Background Information

C arrived in the UK aged 12 from another country in Western Europe. He travelled to the UK with his father, leaving his mother and the rest of his family behind in Europe.

C arrived in Europe around three years before as a refugee from a country in Africa. On arrival in Europe, he did not have any audiological input. A hearing aid was fitted and he began attending a special school for deaf children and learnt sign language.

In the UK, C was assessed by the audiologist and he was diagnosed with bilateral profound sensorineural hearing loss. His parents speak in their home language and another European language. On arrival in the UK, C could understand the language from where he has moved from in Europe, both spoken and signed.

He started in the resource base aged 13 in March 2013. He was enrolled into Year 9. Teacher of the Deaf support began with the early stages of language acquisition in terms of English and British Sign Language as C had never been in a mainstream school or used English before.

Learning strategy

When C started, the Teacher of the Deaf first taught him one-to-one in the resource base alone, or with a communication support worker. They found he could write in the language where he had previously lived in Europe and so a bilingual dictionary/visual dictionary was started. The Teacher of the Deaf also used activities such as creating family/world around us/sports/forms of transport scrapbooks which he completed using images and single word labels. The father was asked to give pictures of his family which were copied and stuck them into the scrapbook. The Teacher of the Deaf used Google Translate and Google Earth to locate where they were in relation to where he'd travelled from in Europe. They looked at C's old home in Europe and found a video made by his old school that was on YouTube. All of these strategies built trust and a channel of communication between the child and his new teachers/support staff.

The Teacher of the Deaf then used the Wellington Square reading scheme (book scheme for children with reading difficulties aged 7–13+ years) and a communication support worker, who was a trained primary Teacher of the Deaf, was able to find out about his early English reading skills. This continued from March 2013 to June 2013. He then went into Year 10 in June 2013. In Year 10 he started studying for Catering GCSE with full time one-to-one support. He continued to go to Maths and English lessons, but most of those lessons he was supported one-to-one in the resource base, rather than in the mainstream GCSE lessons. He also went to a local college once a week to study for a Gardening and Horticulture certificate. He thoroughly enjoyed this time in the college although at times he hated the digging!

He continued to go to the college weekly in Year 11 and also started GCSE on Resistant Materials. The Teacher of the Deaf started the process of statutory assessment for an Education, Health and Care (EHC) plan. In this year, he'd an educational psychologist assess him and he also had a referral to Deaf Child and Adolescent Mental Health Services due to his bouts of anger. The Teacher of the Deaf also used the Ear Foundation Anger Management Program with him. It was arranged for him to move onto the local college after Year 11, he went to the interview with his father and met the course tutors.

A deaf role model, who was working with deaf students from refugee backgrounds through a local charity-funded project, came to the school to meet with C.

Results

C was a very bright young man and very inquisitive. His issues were to do with late arrival to the UK and late diagnosis of hearing loss. It was very challenging for him to come to a new country, leave his mother behind and adjust to a new way of life. He'd never been exposed to so many mainstream students and getting used to being in a large comprehensive school was a huge challenge for the student.

He learnt basic English and British Sign Language and progressed to college. He remained a happy, confident young man and is now at college studying.

Key actions

Students like C will need further language input and support as they settle into the UK. Always seek help from your educational psychologist and Deaf Child and Adolescent Mental Health Services as they will be able to diagnose and support your request for statutory assessment.

Always use interpreters and make strong, positive links with the family as they will need your help in understanding the education process and systems in a new country. If you can get the support of the parents then you can usually get the student on board too.

Endnotes

- 1 Consortium for Research into Deaf Education (CRIDE). 2017 UK-wide summary: CRIDE report on 2017 survey on educational provision for deaf children. 2018. www.ndcs.org.uk/CRIDE (accessed 6 July 2018).
- 2 Data on deaf EAL learners made available to the National Deaf Children's Society following a Freedom of Information request to the Department for Education. Data available on request from professionals@ndcs.org.uk. It should be noted that figures for deaf children are those where deafness has been recorded as a primary special educational need.
- 3 Diken, I.H. Review of Research: An overview of parental perceptions in cross-cultural groups on disability. *Childhood Education*. 2006. 82(4): 236–240.
- 4 Mahon, M., Davis, A. Communicating with Deaf Children from Families where English is an Additional Language. *BATOD Magazine*. March 2012. 22–24.
- 5 Audiologists are healthcare professionals who evaluate, diagnose, treat, and manage hearing loss and balance disorders in adults and children.
- 6 Demie, F., Strand, S. English language acquisition and educational attainment at the end of secondary school. *Educational Studies*. 2006. 32 (2): 215–231.
- 7 Thomas, W.P., Collier, V.P. 2002. *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Center for Research on Education, Diversity, and Excellence, University of California, Santa Cruz.
- 8 Taken from Gibbons, P. *Learning to Learn in a Second Language*. 1991. Heinemann, Portsmouth.



Case study 4: Child D

Background information

D was 15 years old with Roma Slovak heritage. He had a bilateral sensorineural hearing loss and was given two hearing aids. He'd only been given aids two to three years before he arrived in the UK. He had extremely delayed language in both Roma Slovak and English. He was also showing a great deal of frustration and hadn't learned appropriate behaviour. He was now a large and intimidating boy who had caused serious difficulties in school and was excluded for bringing a knife into school. He was enrolled at an inclusion centre for excluded children, at which point he became known to the Teacher of the Deaf. He was a reluctant hearing aid wearer, had poor attendance and his behaviour was very challenging.

Learning strategy

It was identified by the Teacher of the Deaf that his linguistic and social skills weren't age-appropriate. Targets were changed from simple academic ones to working on targets more suitable for a younger child.

Although concentration on wearing his hearing aids regularly continued, the main focus was on developing shared attention with an adult, on a shared focus of attention, for increasing lengths of time. He was, previously, unable to concentrate on a task for more than a few minutes, without being distracted. It also meant he was unable to learn rules and procedures. He was given a visual timetable (pictures and a few words) that showed a session broken up into very small defined exercises. These were repeated every week, at the same time. He was introduced to using a timer and encouraged to extend the time he concentrated on a task each time. There was no judgement – just clear feedback about how he'd concentrated and whether he'd exceeded the time from last week. The session ended when he'd completed all the tasks. The tasks were very short, to start with, and were extended over time.



Glossary

Additive Bilingualism – when a person has a developed first language and is able to maintain it, while learning a second language.

Basic Interpersonal Communication Skills (BICS) – language skills needed in social situations. It's the day-to-day language needed to interact socially with other people, such as conversational speech. These skills will develop after one to two years of daily conversational exposure to the foreign language.

Bilingual/Bilingualism – fluency in or use of two languages.

Biliterate/Biliteracy – the ability to read and write in two languages.

Code switching – alternating between two or more languages in conversation. For example, a child might speak one language with one parent and naturally swap to another language with the other parent.

Cognitive Academic Language Proficiency (CALP) – the ability to understand and use the formal language used in academic settings for the development of reading and writing. It can take from five to seven years to develop when there is support for the language and up to ten years without such support.

Consecutive interpreting – the speaker pauses to allow the interpreter to translate what has been said.

Culturally and Linguistically Diverse (CLD) refers to people who are either exposed to another language, conversant in another language beside the majority language, or bilingual.

Dominant language – the language which is understood and used most commonly. For a deaf EAL learner, this may be their home language, English or sign language.

Indicators – exact points necessary for measuring progress between assessments. These would be collected through goals which are specific, measurable, achievable, relevant and timely (SMART).

Interpreter – a person who translates orally from one language to another, or into sign language.

Interpreting – translating orally from one language to another, or into sign language.

Majority language – language spoken by the majority of people in a country or region of a country.

Minority language – a language spoken by a minority of the people in a country or region of a country.

Mother tongue – see ‘home language’.

Narrative assessment – a test to assess a child’s language where the child tells some form of a story or event, either prompted or unprompted.

Native Language – see ‘home language’.

Outcomes – the measured short- and long-term goals of a programme.

Semi-structured interview – conversational interview that uses a set of open questions to prompt discussion. Useful for the family to share what’s important to them – giving information about the family, their culture, language practices and goals.

Sequential language learners – children who have learnt one language before the age of three, and will/have begin/begun learning, or have been exposed to a second language, after the age of three.

Simultaneous interpreting – the interpreter translates the speaker’s words while the speaker is still speaking.

Simultaneous language learners – children who are learning more than one language at the same time.

Structured observation – an assessment method where the assessor doesn’t participate directly with the child, only watches to make observations, for example, on their behaviours. This takes place in a structured setting especially for this purpose.

Translation – the process of translating words or text from one language into another.

About The Bell Foundation

The Bell Foundation is a charity which aims to overcome exclusion 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 with English as an additional language in the UK.

The Foundation works in two key areas:

- The EAL Programme aims to improve the educational outcomes of children with English as an Additional Language in the UK to benefit the individual child and society as a whole. It works across the education system in partnership with a range of organisations, to provide training and resources in order to build capacity, develop and evaluate models of good practice and provide thought leadership.
- The Criminal Justice Programme works to break down the language barrier to accessing justice and rehabilitation for individuals, both victims and offenders for whom English is not a first language, who are in contact with the English Criminal Justice System.

For more information about The Bell Foundation, including access to research, tools and resources, visit **www.bell-foundation.org.uk**.

About the National Deaf Children's Society

We're here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate. We want to work with professionals like you to overcome the barriers that hold deaf children back.

Visit our website **www.ndcs.org.uk** to join us for free. You'll have access to:

- our expert information resources for professionals
- our quarterly digital magazine and email updates
- our workshops and events
- our Freephone Helpline.

**We are the National Deaf Children's Society,
the leading charity for deaf children.**

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