

Overview of compulsory units

■ **Unit 1 - Beginners in the mainstream classroom**

Addressing the full range of beginners in English - from those with no prior schooling to those with successful experience of education and strong literacy skills in their mother tongue - this unit offers a blueprint for integrating new EAL pupils into the classroom, leading to more confident teachers and more motivated students.

■ **Unit 2 - Advanced EAL learners**

This unit looks at the application in the classroom of the key theories that explain how we can teach EAL learners to manage the language demands of the curriculum at an increasingly high level.

■ **Unit 3 - Assessment and tracking**

This unit looks at both the initial and ongoing assessment of EAL pupils. It covers expectations of progress and factors that affect the progress of EAL pupils.

■ **Unit 4 - Data: the big picture**

This unit looks at the data about EAL learners that is freely available in the public domain. It also explores how we can use data to improve EAL provision in school.

Overview of elective units

Upon completion of the four compulsory units, candidates can then choose a further two (elective) units from the list below.

■ **Refugees and new arrivals**

This unit is about international new arrivals. This includes refugees and asylum seekers, and as they are a group constantly referred to in national news media it is important to understand who we are talking about.

■ **Plurilingualism**

This unit looks at the choices we make about which language to use and the ability of many pupils to operate effectively in two or more languages.

■ **Parents and communities**

This unit looks at good practice engaging with black and minority ethnic parents and communities. It includes an audit of good practice tool and highlights key reports.

■ **Ofsted and the legal context**

This unit explores what Ofsted has to say (or not say) about EAL and about the impact of the Equalities Act 2010 on what happens in schools generally as well school inspections in England.

■ **Gypsy, Roma and Traveller pupils**

This unit will provide essential information which will enable students to have a working understanding of the historical and cultural backgrounds of pupils from Gypsy, Roma and Traveller groups. It will develop your understanding of the key issues and potential difficulties facing Gypsy, Roma and Traveller pupils and their families within the education system and provide practical strategies to support best practice in working with Gypsy, Roma and Traveller pupils.

■ **Gender and ethnicity**

We know that girls do better at school than boys. We also know that some groups of boys do very well at school and some groups of girls do very badly and that the complexity of gender and achievement becomes even more complex when ethnicity, parental schooling experiences and family income levels are also taken into account. This module helps to untangle some of the complexities.

■ **Early years and diversity**

This unit examines how we can best develop the English of multilingual learners in early years settings and develop settings that reflect the diversity of the communities they serve. Some of the material will reinforce things that you have learnt in the other units as good practice for young children is good practice for all children. However, the readings and articles are specifically for the younger learners and references will be made to the Early Years curriculum.

■ **EAL in Wales**

Over the last ten years, the EAL landscape in Wales has changed dramatically. Numbers of EAL learners have continued to rise, diversity of languages and ethnic minority learners has grown and funding arrangements to support these pupils have been transformed. Together with this, the Welsh Government has launched the New National Curriculum for 2022. This course looks at EAL in the context of a country where there are two official languages.

■ **EAL in an international school context**

This unit looks at some key aspects of EAL provision, such as the range of assessment arrangements and the falling number of native English speakers able to provide good models of English, from an international school perspective.

■ **EAL and SEND**

This unit considers the different types of learners and explores how professionals might distinguish between pupils' language needs and pupils with learning difficulties. It demonstrates effective provision for pupils who are learning English as an additional language and whose progress may be causing concern. The course also explores appropriate assessment procedures and provision.