

When Second may be best...

Choosing the most suitable approach to learning English:
effective communication or perceived status?

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Find someone who...

- Circulate and ask the questions of each other.
- Make a note of the person's name, if possible.
- Try to get as many different people as possible.

- What language and thinking skills were you using?



Cambridge English curricula

English

English as a Second Language

(English as an additional language)

(English as a foreign language with Cambridge English)

English

- Designed for learners who speak English at home and in school
- Learners are expected to have knowledge of the language structure, to be familiar with basic language conventions and able to use English in everyday situations confidently
- Curricula and syllabi focus on reading and writing; specifically how writers achieve effects and influence readers, and how to write for effect, expressing what is thought, felt or imagined
- Speaking and listening skills are developed but not formally assessed
- Learners are expected to engage with a range of genres and text types including literature (prose, poetry and drama), fiction, non-fiction, reviews, articles and essays

English

The aims (IGCSE 0500) are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

English as a Second Language

- Designed for learners who speak another language at home but who study in English at school
- Learners focus on communicating effectively in English, mastering grammar and vocabulary to develop fluency in writing and speaking, and understanding of bias, stated or implied meaning in reading and listening.
- Curricula and syllabi focus on practical communication and the mastering of writing, speaking, reading and listening while developing vocabulary, critical thinking and transferable skills to complement other area of the school curriculum
- All four skills of reading and writing, speaking and listening are formally assessed
- Learners are expected to engage with a range of genres and text types including literature (prose, poetry and drama), fiction, non-fiction, reviews, articles and essays

English as a Second Language

The aims (IGCSE 0511) are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- develop learners' awareness of the nature of language and language-learning skills
- develop transferable skills to complement other areas of the curriculum
- promote learners' personal development and enjoyment.

English as a Second Language

Includes development of the **Learner Attributes** (IGCSE 0511):

- **confident**, using a range of language to communicate ideas and information effectively in writing and speaking
- **responsible**, seeking opportunities to use and develop their language skills
- **reflective**, considering different opinions and information in written or spoken form, and responding to them appropriately
- **innovative**, using language creatively to express ideas and information
- **engaged**, developing different learning strategies and using their language skills in a range of situations.

English as a Second Language

A language learning programme mapped to the CEFR

- The Common European Framework of Reference for language learning sets the standards and progression of vocabulary, language use (grammar) and competence in a series of levels supported by ‘can-do’ statements
- Cambridge English as a Second Language leads to IELTS and university entry at C1+/C2 on the CEFR: Effective Operational Proficiency / Mastery
- Use of English (grammar) is an integral part of the Cambridge course materials
- E2L is NOT an easier or simpler version of English: it is a challenging language learning course that specifically prepares students for academic study in English at school and at university

Lego masters

Activity 1: pairs back-to-back, partner 1 has 1 minute to build and 3 minutes to instruct partner 2 to build the same, swap after comparing builds

Activity 2: 2 pairs, back-to-back: each pair takes it in turn to lay a brick and instruct the other pair where to place it. Compare structures after 5 minutes.

The language iceberg

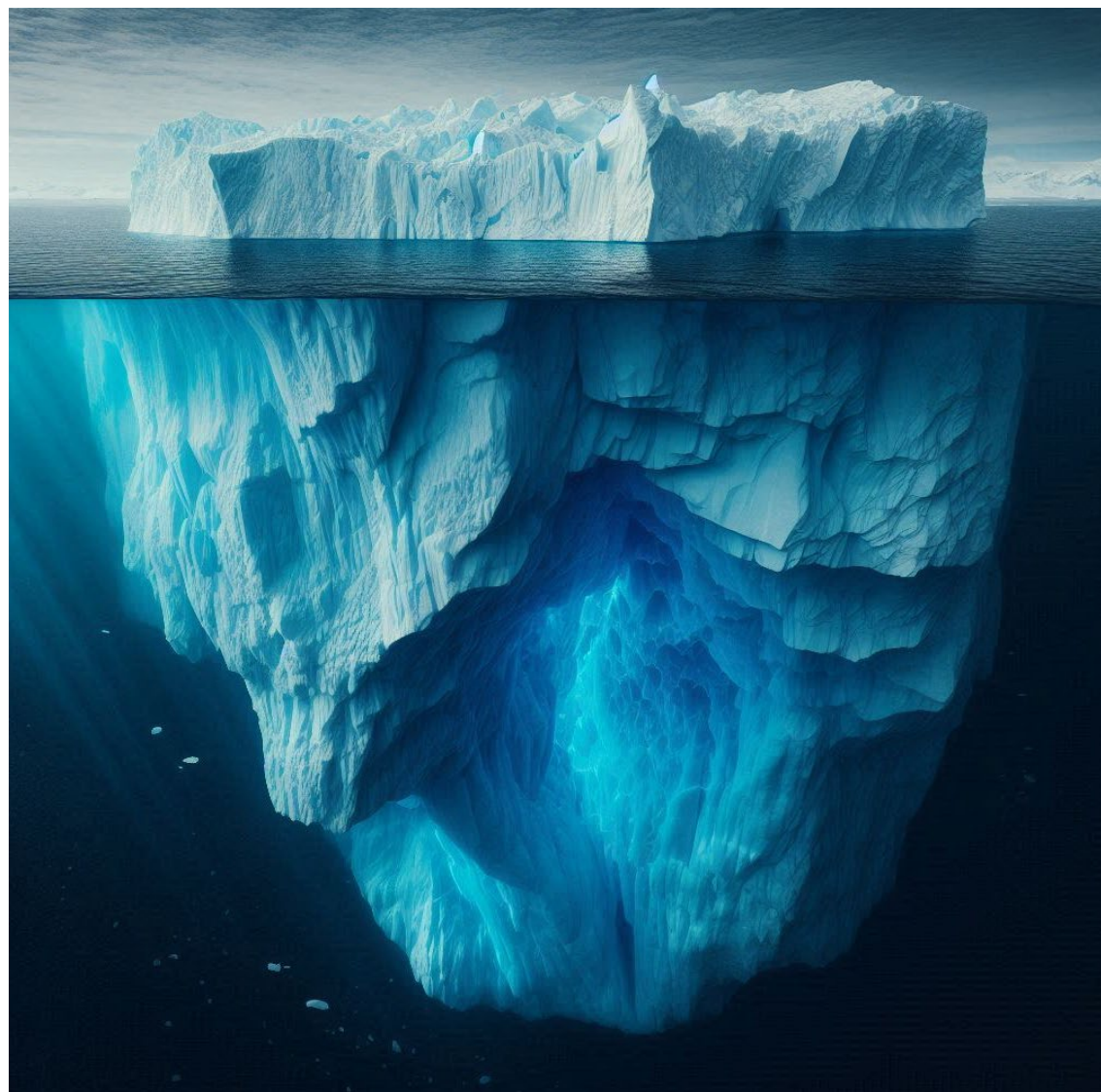
(based on the work of Professor Jim Cummins)

BICS

- (Basic Interpersonal Communicative Skills) used in everyday social interactions

CALP

- (Cognitive Academic Language Proficiency) used in academic and professional settings requiring cognitive effort



CALP (Cognitive Academic Language Proficiency)







CALP refers to the language skills required for academic learning and understanding complex, abstract concepts.

- These skills are necessary for success in academic settings and include reading and writing in a second language, understanding and discussing abstract concepts, and engaging in classroom activities that require higher-order thinking.

Scaffolds

glish

- 5 Roll and write! Work in pairs and follow the instructions.
Roll the dice four times to choose a time, a place, a character and a dilemma.

	Setting: time	Setting: place	Character	Dilemma
	Last year	in an adventure playground	a scientist	got caught in a huge storm
	Two weeks ago	half way up a mountain	a football team	got lost
	One evening	on top of a skyscraper	a detective	did a crazy experiment
	On a sunny morning	deep in the jungle	a twin brother and sister	found a strange car
	Last weekend	in the middle of a football pitch	an astronaut	discovered a big bag of money
	Last summer	high above the city in a helicopter	a school teacher	tried to invent a flying machine

Organisation of learning objectives in the Primary curricula: English

Reading		Writing	
Word structure, phonics and decoding		Word structure, spelling patterns and rules	
Speaking and listening (not assessed)		ive writing	
		Making yourself understood	Showing understanding
		ng for	
		Group work and discussion	Performance
		s in	
Reflection and evaluation		oses and	
		Interpre	audiences
relate to purpose and audience		audiences	
Appreciation and reflection of different texts		Presentation and reflection of own and others writing	

Organisation of learning objectives in the Primary curricula: English as a Second Language

Receptive skills	
Reading	Listening
Reading for global meaning in short and extended texts	Listening for global meaning in short and extended speech (texts)
Reading for detail and understanding in short and extended texts	Listening for detail and meaning in short and extended speaking (texts)
Reading for and recognising opinion	Listening for opinion (bias) of the speaker(s)

Organisation of learning objectives in the Primary curricula: English as a Second Language

Use of English		
Vocabulary Learners develop their knowledge and use of word classes in increasingly complex contexts.	Grammatical forms Learners develop their knowledge and use of grammatical conventions to enable effective communication and understanding.	Sentence structure Learners develop the ability to accurately organise sentences and connect ideas for clarity and coherence.

(English) Language learning in your school

Effective communication: from competence to confidence

Engagement

Does the lesson content and teaching approach engage and interest all learners?

Representation

Is the lesson content presented in multiple ways (scaffolded) allowing all learners to understand the material?

Action & Expression

Do the lesson activities allow all learners to demonstrate their understanding and express themselves fluently?

Teaching UP or

teaching DOWN?



Progression: E2L & FLE

- IELTS Academic
 - AS General English Paper 8021
 - IGCSE English as a Second Language (0510/0511/0991/0993)
 - (Checkpoint ESL)
 - All levels supported by Cambridge University Press books and digital resources
- A-Level Language 9093, Literature 9695, Lang & Lit 8695
 - IGCSE English 0500, Literature in English 0475
 - O-Level English Language 1123, Literature 2010
 - (Checkpoint FLE)
 - All levels supported by Cambridge University Press books and digital resources

Any Questions?

Cambridge Schools Conference, July 2024
Effective communication: from competence to confidence

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