

Educational achievement

Table 2.7: English as Additional Language (EAL) versus English as First Language (FLE) and achievement at age 5, 7, 11 and 16: England 2013

Age	Stage	Domain	Measure	Source	EF %	EAL %	Odds Ratio
5	EYFSP	Reading	At least expected level	SFR 2013-47	73	63	0.63
		Maths	At least expected level		71	62	0.67
		Overall	Good level of Development (GLD)		54	44	0.67
7	KS1	Reading	Level 2A+	SFR 2013-37 (Table 14)	57	48	0.70
		Maths	Level 2A+		53	46	0.76
		Overall	Average Re + Ma (2A+)		55	47	0.73
11	KS2	Reading	Level 4B+	SFR 2013-51 (Table 8b)	77	69	0.65
		Maths	Level 4B+		74	72	0.90
		Overall	Level 4B+ in RWM		64	59	0.81
16	KS4	English	GCSE A*-C pass	SFR 2014-05	68.8	64.6	0.83
		Maths	GCSE A*-C pass		71.2	71.8	1.03
		MFL	GCSE A*-C pass		32.3	47.5	1.90
		Overall	5+A*-C Incl. En & Ma		60.9	58.3	0.90
		Overall	EBacc achieved		22.5	24.4	1.11

(Strand, Malmberg, & Hall, 2015)

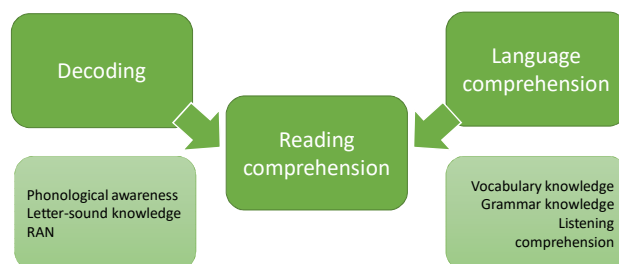
Educational achievement

• Risk and protective factors for EAL children's KS2 outcomes (Strand, Malmberg, & Hall, 2015)

- Ethnicity
- SEN
- International and age of arrival
- Pupil mobility
- Ethnic group
- FSM
- Neighbourhood deprivation
- Region
- Age
- Gender

EAL – a consistent profile?

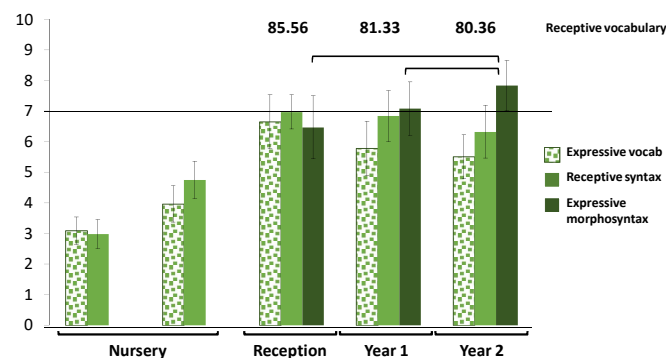
- Research suggests areas of strength and weakness



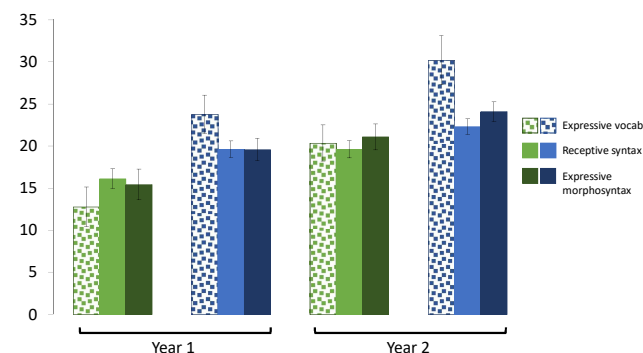
EAL – a consistent profile?

Measure	EAL = FLE
Phonological awareness	==
Letter-sound knowledge	==
Rapid automatized naming (RAN)	==
Vocabulary	×
Grammar	×
Listening comprehension	×
Reading accuracy	==
Reading comprehension	×

EAL Language development



EAL and Monolingual language



Conclusions and implications

- Although overall students seem to 'catch up' on educational outcome, this hides enormous variability in the EAL population
- English language proficiency – key to academic success
 - ...and key indicator of support need
- Other risk factors are similar to those for FLE students
 - ...but also international arrival, school mobility, specific language backgrounds

- “Policymakers need to guard against the danger of assuming the strong progress of EAL students is inevitable; even if the level of need were not rising as rapidly as it is, there is no guarantee that EAL students will continue to make such good progress unless schools continue to receive, and to use appropriately, funding to address EAL learning needs.” (Strand, Malmberg, & Hall, 2015)