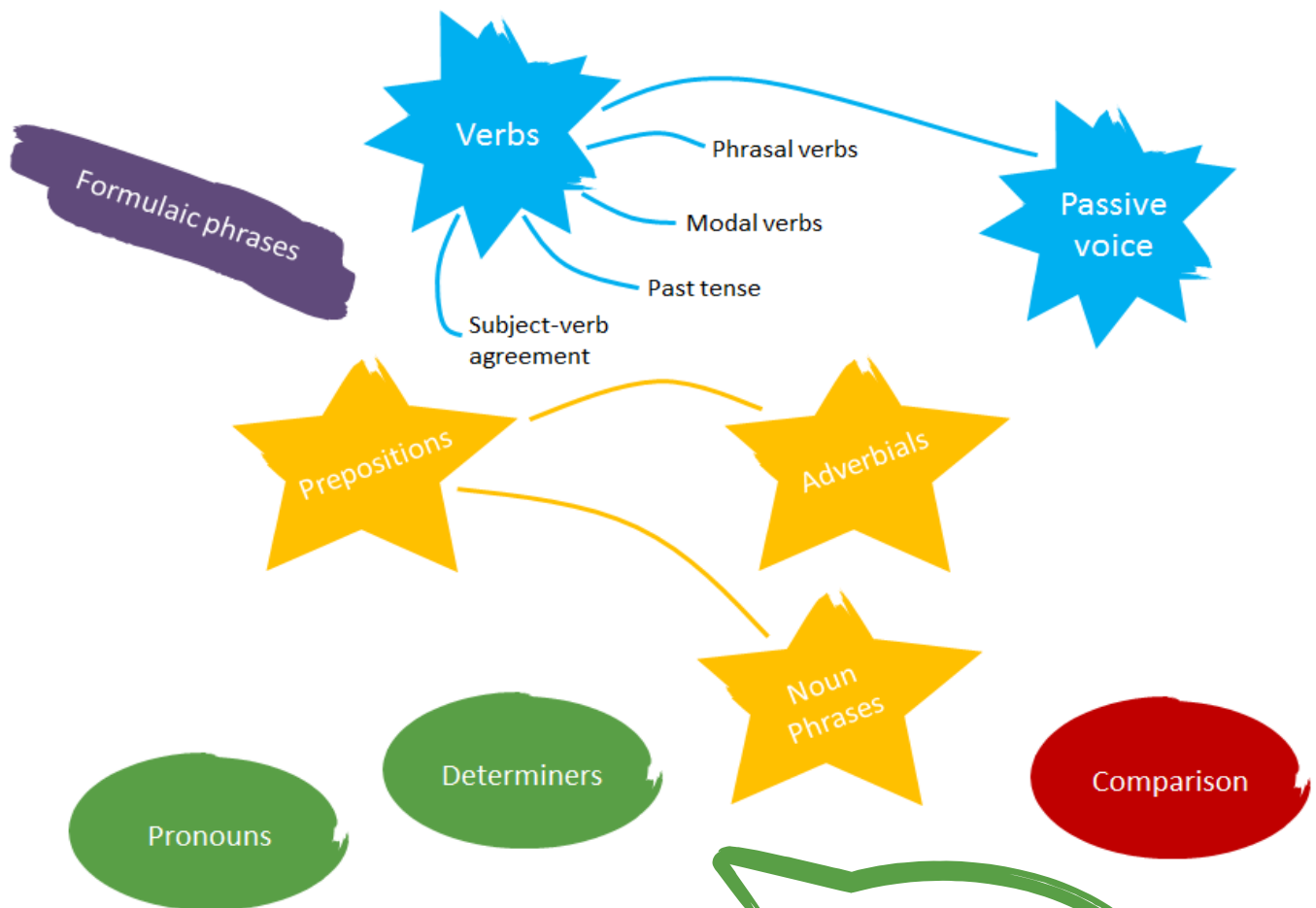




Features of the writing of pupil's with English as an additional language

Grammatical features presenting particular challenges for EAL learners

January 2020



This diagram is adapted from p.55 of Unit 2, Creating the learning culture: making it work in the classroom, DfES 2133-2006

Research has shown that EAL pupils make particular errors in writing. In recognising these errors we are able to support EAL pupils to develop their learning of English and understanding of how the language “works”. A simple knowledge of grammar makes this possible.

This leaflet aims to give an outline of this grammar, based on the research

References:

Writing in English as an Additional Language at Key Stage 4 and post-16, Cameron, L, Ofsted, HMI 1094, (2003)

Writing in English as an Additional Language at Key Stage 2, Cameron, L, DfES, Research report 586, (2004)

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years, DfES, 2133-2006DCL-EN

Formulaic phrases

Any group of words which are bound together in English. Certain words tend to be or must be accompanied by other words

Can I with you shopping

Can I go shopping with you?

A bundle of

a bunch of people

When pupils are learning a new word or group of words they need to know how to use it and in which context

Barge everyone out of the way

push everyone out of the way

Comparison

Comparisons are expressed differently in many languages. Pupils need to be taught them specifically, such as "er" or "est" endings and comparative sizes.

Farooq is taller than Emmanuel

Farooq is as big as Emmanuel

Verbs

Subject-verb agreement

The final 's' is often missed from the third person singular form of the simple present tense

Spreza walk**s** to school.

Past tense

The most frequently used verbs in English are all irregular: to be, to have, to go, to get. EAL pupils make significant errors with irregular past tenses

Ali *wrote* a letter yesterday.

We *went* to the temple

Modal verbs

Modal verbs express:

EAL pupils find it difficult to use them accurately and appropriately

Probability

I *might* go to see my friend today.

Possibility

He *could* get home before me.

Certainty

She *will* be given her pocket money.

Necessity

They *should* read before writing.

Obligation

You *must* take the dog for a walk.

Willingness

We *ought* to cook supper for Mum!

Phrasal verbs

Phrasal verbs have meaning set within a group of words

Verbs with **prepositions**

I agree *with* you.

Phrasal verbs may be:

Verbs with **adverbs**

The car broke *down*.

Verbs with **adverbs and prepositions**

I wont *put up with* bad behaviour.

Passive voice

When tenses are less active they are described as passive

"My friend bought the house" is active but the speech bubble is passive

The house was bought by my boyfriend.

Prepositions

Noun phrases

Functions include showing:

Relationships, usually space or time

Go to the temple *on* the hill

Causes and reasons

He took care of her *out of* kindness

Manner

I went *by* train

Addition

Shanaz likes sugar *with* her tea

Similarity

The cloud was *like* a polar bear

EAL pupils often omit or use prepositions incorrectly

Prepositions are in different places within sentences in different languages

Adverbials

Add details about:

Place

Columbus reached America in the 1500s.

Describe an action

Time/frequency

As soon as she heard the news she headed home.

May be single words, phrases or clauses

Manner

Feroz **reluctantly** decided to leave.

May be at the beginning, middle, and end of sentences and can have different meanings depending on position

Cause / reason

She headed home **because** of her heavy heart.

Determiners

Identify

which

the, this, that

That is a cute dog.

quantity

some, a

Please give me **some** samosas.

When articles are used as determiners they are followed by a noun, but not necessarily immediately

A big red, shiny, new **car**.

Many languages do not use determiners as in English

Headlines sometimes omit articles to be brief

Dangerous dog bites toddler.

Pronouns

Stand in place of nouns or noun phrases

he, she, it, him, her, we, us, they, them

distribution

each, either

Some show:

reciprocity

each other, one another

Relative pronouns enable children to use relative clauses to vary their writing

who, that, which, whose

quantity

every, both

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