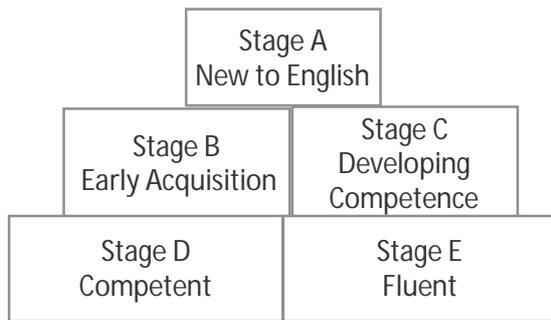


# English Language proficiency and attainment of EAL (English as second language) pupils in England

Feyisa Demie (2018) Journal of Multilingual and Multicultural Development

The research examined data collected from a London Local Authority's Spring 2017 School Census. Performance data for 2957 KS2 pupils who had completed Year 6 SAT tests and 1953 pupils who had finished GCSEs was analysed with reference to the UK government's A-E assessment criteria for pupils learning EAL. The aim was to see how English proficiency levels related to EAL attainment in schools.



Five stages of English proficiency, used to inform pupil levels for the School Census, submitted in January each year.

Stage	% of pupils at this stage achieved expected standards in end of KS2 SATs	% of pupils at this stage achieved expected standards in KS4 5+ A* - C GCSEs
A	0	0
B	12	25
C	56	47
D	66	68
E	85	70



**Findings: 1**  
EAL pupils in KS1 displayed lower levels of English (stages A and B) than other Key Stages. At KS2 more pupils were operating at stages C, D and E. By secondary age, most EAL pupils in the authority were fluent in English (stage E)



**Findings: 3**  
Including pupils' home languages in the census data and monitoring English acquisition stages would improve schools' chances of creating effective support services to ensure all pupils achieve the proficiency required to achieve.

**Findings: 2**  
EAL pupils in the early stages of learning English at levels below national expectations whereas the performance of EAL pupils functioning at stage E (fluent) exceeded monolingual, native English speakers.

### Implications for schools:

Gathering national census data on EAL pupils' English proficiency is a major step towards catering for the needs of these pupils at a national and local level.

More training is required to give staff the skills to accurately assess and monitor pupils using the scales.

Accurate English proficiency data would help target curriculum support for EAL pupils, especially with a focus on the separate elements of speaking, listening, reading and writing.