



FlashAcademy® EAL

Unlocking the ***EAL Challenge***

Making Language Accessible for All Pupils.



EAL Challenge

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Message from Veejay Lingiah

As the only non-white pupil in my Primary school, I remember vividly the emotions of feeling 'different' and my desire to fit in with the other children at school. Fortunately for me, this wasn't also accompanied by a language barrier. School is challenging enough without one.

As a team, when we listened to schools telling us about a growing number of newly arrived pupils and the challenges of engaging an increasingly diverse classroom, we knew that we were in a unique position to help. Learning Labs is an Education Technology company based at the Innovation Birmingham Campus. A collective of former teachers, linguists, designers and techies, we spend our days (and often nights) building new resources that can make a real and practical difference.

FlashAcademy® EAL is the result of thousands of hours of development, the latest learning technology and important input from EAL practitioners. It's the first curriculum mapped resource that teaches English from over 30 different home languages in a fun and engaging way for pupils, whilst delivering real-time data insights to teaching teams.

This booklet is about sharing more of our journey with you and about welcoming you to join us to improve outcomes for pupils and teachers currently wrestling with the EAL challenge.

We hope to be working with you soon.

Veejay Lingiah, CEO
veejay@flashacademy.com



The EAL Challenge

A similar story in schools right across the UK



FlashAcademy® was created in consultation with teachers and schools all over the country, each visited by our Head of School Partnerships, Matt Williams. This ensured that the platform was developed to address the real issues that schools are facing. Here are some of the things Matt heard, and is still hearing, from teachers on an almost daily basis:

“ —

“We have **27 different home languages spoken at the school** and whilst we have a couple of foreign language speaking TAs, it’s impossible to fully meet the needs of each pupil.”

“ —

“It’s especially difficult for our Key Stage 2 **newly arrived pupils, as they often have no English at all**, and so engaging with us, the class or even other pupils is often a very tough and intimidating challenge for them.”

“ —

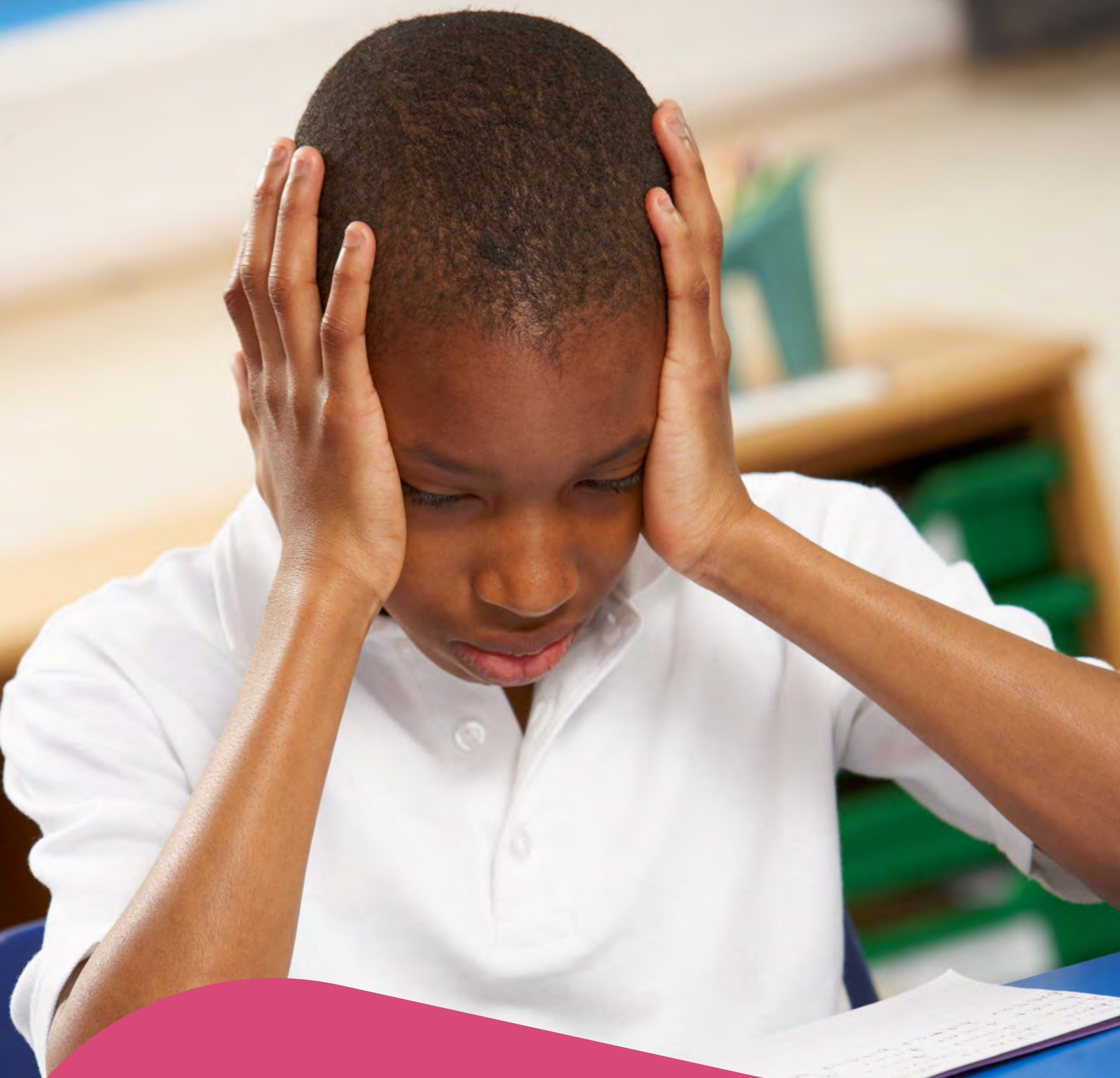
“Many of our EAL **pupils don’t have literacy in their home language** either, so teaching them to read as a concept is something entirely new to them.”

“ —

“**The time we spend creating resources for even just one lesson is unsustainable** - it can take 3 hours to create some simple vocab resources which might only cover 15 minutes in a lesson.”

“ —

“**I often feel guilty that I’m neglecting certain pupils**, but it’s so hard to communicate with them and we also have to meet the needs of the other pupils in the class.”



“ —

“A fifth of UK primary pupils (20.2%) and 15.7% of secondary pupils are now classified as EAL, which is over 1 million school pupils across the UK.”

Mandy Finnegan

Lead Adviser for Education, Birmingham Virtual School for Children in Care, Birmingham City Council

A New Approach for EAL

An independent learning tool for every pupil

What is it? FlashAcademy® EAL is a new platform for schools, supporting teachers to deliver learning for pupils that don't have English as their first language. The platform can be used on smartphone, tablet and PC; and teaches English from over 30 different home languages.

FlashAcademy® accelerates English language acquisition through curriculum mapped lessons, challenges and games which simultaneously teach and test pupils. All progress is monitored through a comprehensive teacher dashboard.



Addressing key challenges...

Pupils speak different home languages and often cannot read.

FlashAcademy® EAL teaches English from **over 30 home languages**. It contains audio, phonics and pictures **to help children who can't read**.

We need pupils with EAL to improve quickly.

Pupils can access the app in class and at home, so **learning doesn't have to stop when school ends**.

We need to track progress for OFSTED.

The teacher dashboard records all progress made by pupils. This can be used to create reports for SLT and OFSTED inspections.

Teachers are over-worked.

Less time is spent with individual children **without feeling guilty as learning is self-directed**. It includes **hundreds of resources, so teachers don't have to design their own**.

It's hard to engage pupils with EAL.

Interactive lessons, games & translation technology **make learning fun and engaging**.

Independent learning for every pupil

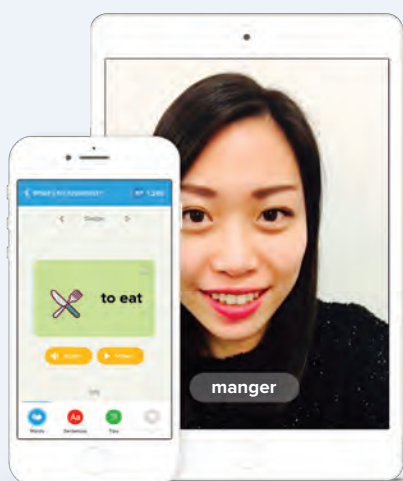
Curriculum mapped lessons and challenges

EAL available from over 30 home languages

						
Arabic	Bengali	Brazilian (Portuguese)	Czech	Danish	Farsi/Persian	Filipino
						
French	German	Gujarati	Hindi	Hungarian	Indonesian	Italian
						
Mandarin	Norwegian	Pashto	Polish	Portuguese	Punjabi	Romanian
						
Russian	Spanish	Swedish	Tamil	Tigrinya	Turkish	Urdu



More languages coming soon!

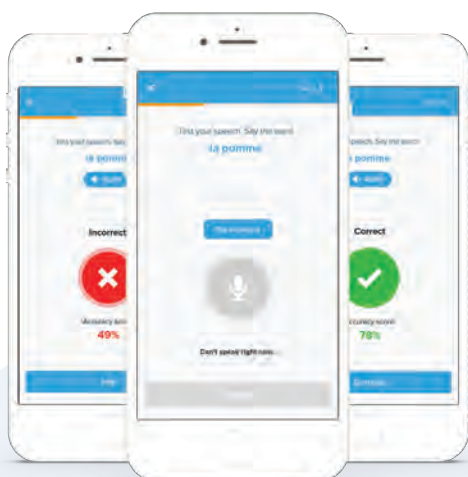


Model pronunciation with native speakers

Each new word to be learnt is introduced with a flashcard to aid spelling and reading comprehension. Pupils listen to the word with audio and a video of the word being pronounced by a native speaker, which they can **repeat as many times as they need to feel totally comfortable.**

Colourful icons improve word recognition

FlashAcademy® provides a visual for every word within the app **to help pupils who don't have the ability to read text in their home language.** All challenges end with audio of the word being learnt to reinforce pronunciation.

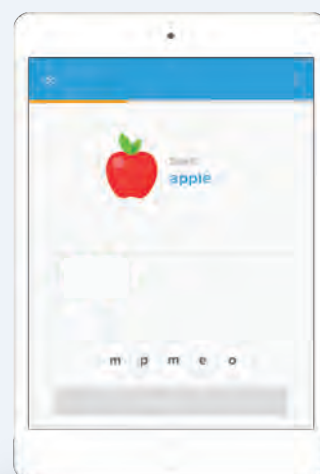


Instant pronunciation feedback

It can be scary to speak in an unfamiliar language, especially if you aren't confident about your pronunciation. Our speech analyser provides immediate feedback on speaker accuracy, so **pupils practise pronunciation without feeling nervous about making mistakes.**

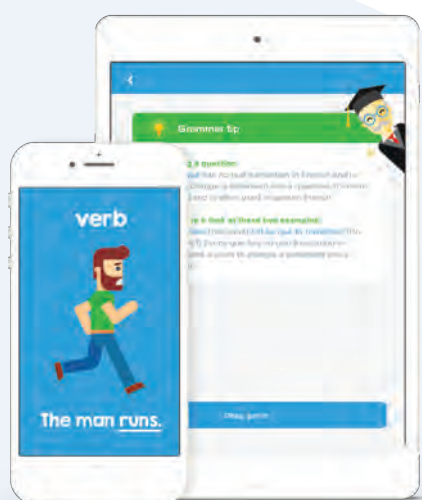
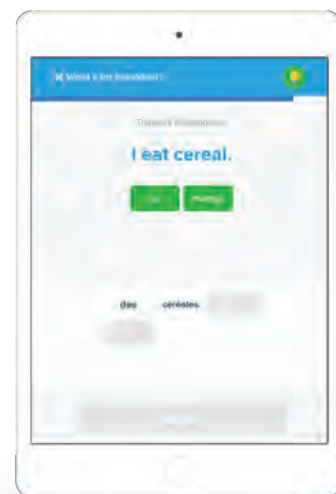
Simple spelling drills

As well as being able to read newly acquired vocabulary, **pupils also practise their spelling.** These challenges encourage pupils to try different combinations of letters while gaining instant feedback on their choices.



Putting it all together

Once pupils have successfully grasped the vocabulary within a lesson, they are **taught to use it in full sentences**. If a pupil makes a mistake they are given the opportunity to correct it without being penalised, encouraging them to keep trying. Pupils also test their understanding in challenges that show the vocabulary they are learning in realistic scenarios.

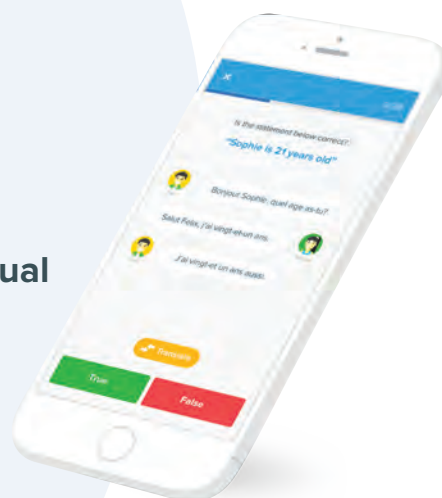


There's grammar too!

FlashAcademy® includes **grammar lessons** as well as vocabulary, helping develop more advanced language in a way that is simple for pupils of all ages to understand.

Adapted to each individual pupil

Using **machine learning**, the FlashAcademy® app **tailors learning to the ability level of each individual pupil**. Questions that they struggle with are repeated and more complicated challenges push pupils who are progressing quickly.



Encourages independent learning

Pupils can **translate literally any object** around them into English just by taking a picture. The object translator enables children to learn the words **they** want to learn.

— “

“Pupils need to pass exams and they have to be able to perform at all four skills: listening, speaking, reading and writing. The ability to do all of that within FlashAcademy® is really important.”

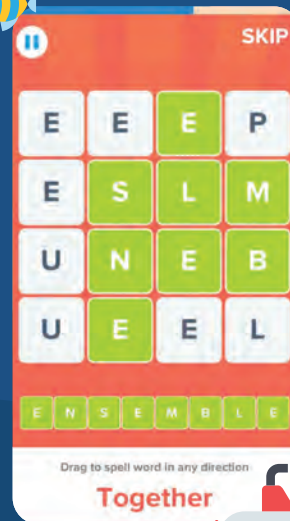
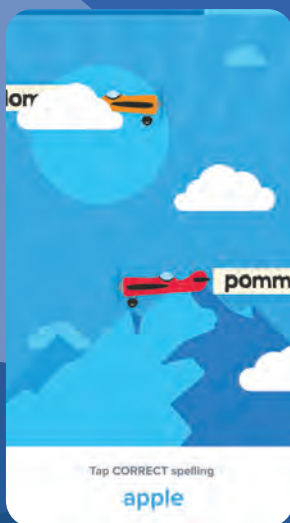
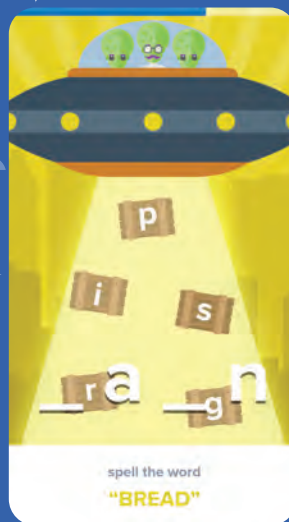
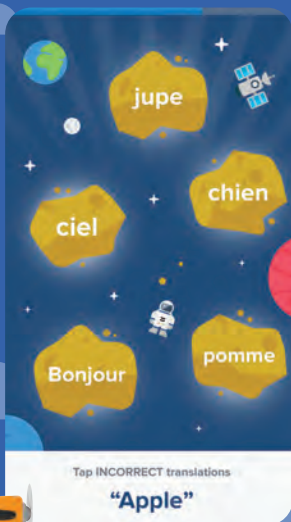
Jane Johnson
Head of MFL



EDGBASTON
HIGH SCHOOL FOR GIRLS

Word Games

Lots of fun word games keep pupils engaged and encourage healthy competition across class and school.





“Pupils really enjoy spending time practising - doing lessons, playing the games, having some fun.”

Manuel Donas Salinas
Teacher



**THE
LONG EATON
SCHOOL**

Track All Pupil Progress

with the teacher dashboard

Create reports instantly

Demonstrate progress to parents, SLT and OFSTED.

Monitor usage

Ensure all pupils are learning independently.

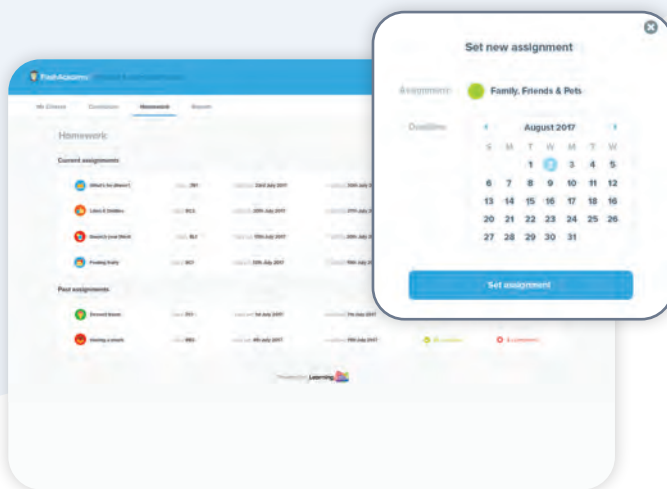


Access anywhere

View on your PC, tablet or smartphone.

Measure progress

Helps to tailor the learning for each pupil in class.

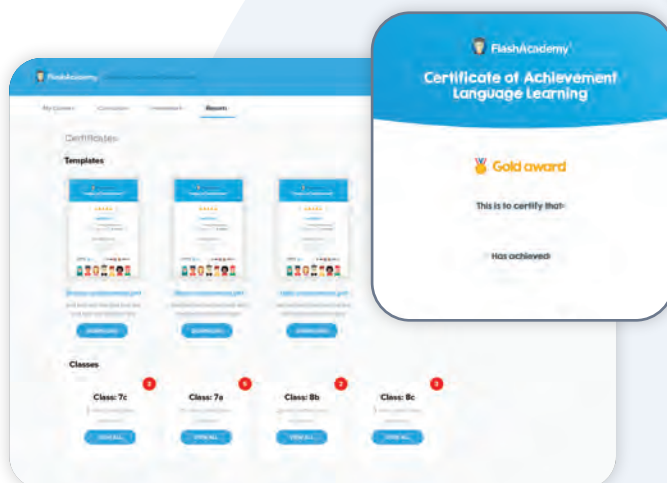
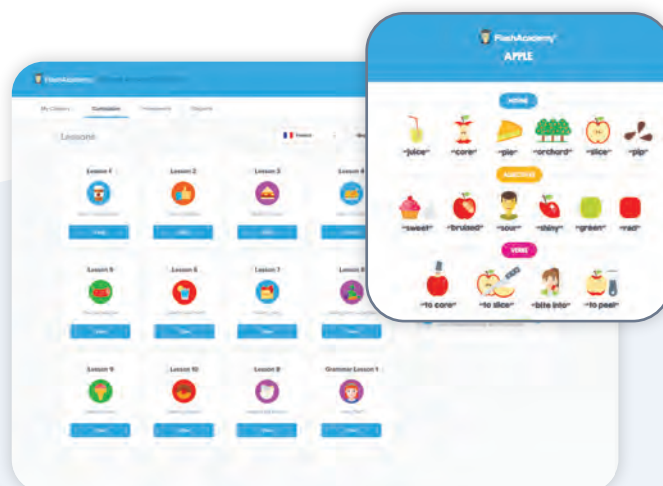


Set homework

Pupils learn key vocabulary and grammar before class, saving teacher time.

Find resources

Balance digital and paper learning by downloading free resources designed specifically to help pupils with EAL.



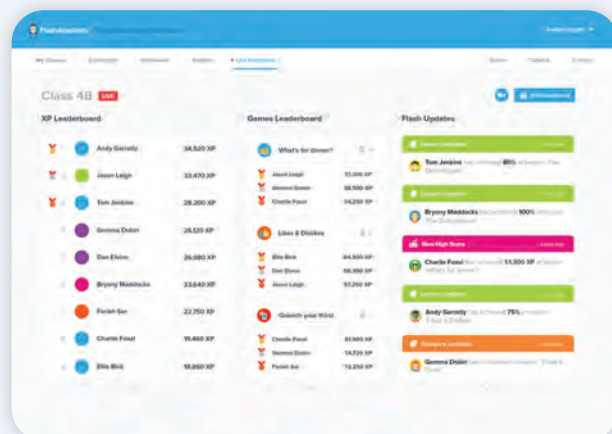
Celebrate success!

Download ready-made certificates to recognise pupil achievement.

Leaderboards

LIVE

Live leaderboards show pupil progress and achievements in real time - ideal for engaging a class learning together.



EAL Case Study

Anderton Park Primary



Anderton
Park School

Claire Evans (Deputy Headteacher) and her EAL team share their experience of implementing FlashAcademy® to make language as accessible as possible for their newly arrived pupils.

Anderton Park Primary is a very ambitious and positive school, surrounded by a fantastic community. Everyone is committed to providing an outstanding education for pupils at the school. The entire community is incredibly passionate about the part they play in promoting equality and inclusion.

In recent years, they have welcomed many new families from Romania, France, Italy, Spain, Switzerland and other European countries. With such a diverse community, there are 39 different home languages spoken by pupils at the school. Therefore, it is no surprise that Anderton Park Primary is embracing the cultural challenge, and has been making the most of an interactive and engaging EAL curriculum tool to support their pupil's learning.



Watch the video

Use the link below to watch a quick video of FlashAcademy® at Anderton Park.

www.flashacademy.com/anderton

“ —

“Introducing FlashAcademy® as part of the EAL curriculum at Anderton Park Primary has had a significant impact in the classroom, I would certainly recommend it to other schools.”

Claire Evans

Deputy Head Teacher, Anderton Park School

“We had an initial taster session to assess how the app worked and what it could do. We were so impressed, we bought 100 licences to support those children who speak little or no English. As it is an interactive, fun app, children practice pronunciation and can play competitively against themselves – they enjoy it so much, they forget they are learning!”

*“We were open to adopting different teaching and learning styles which FlashAcademy® certainly helps us to achieve. We also identified that it was an opportunity for newly-arrived children to immediately feel valued as they are able to start learning as soon as they arrive from another country. We know that those who learn English best are those who are fully immersed in the language and so we use FlashAcademy® alongside established classroom methods, including discussions and working in small groups. Our children get the best of both worlds! **The fact that it can also be used at home with families is a huge plus factor, so the learning doesn’t stop at home time!**”*



“We’ve been using it with pupils from Year 2 to Year 6 and they absolutely love it. Having their own app makes them feel special and they can also help their parents learn English at home. Staff love it too, being able to teach English in a different way is great for all types of learners.”

A New EAL Strategy in Sandwell



SHIRELAND
COLLEGIATE ACADEMY
An altogether better place to learn

Shireland Collegiate Academy, an OUTSTANDING OFSTED secondary school in the West Midlands, has a national reputation for its effective use of technology to support accelerated learning. Dave Irish, Principal at Shireland, discusses a new initiative in the region to better prepare for a growth in International New Arrival (INA) students with EAL needs.

What first prompted the review?

“Sandwell Fair Access team identified a pressure on Smethwick and West Bromwich schools related to the placement of International New Arrival (INA) students into schools that were already at capacity. Last academic year, 1,052 International New Arrival students moved into the Sandwell region. Over 500 of these were in the Smethwick area alone. A large proportion of these new arrivals spoke very little, if any, English. The school system was struggling to accommodate these students.”

How did Shireland Academy get involved?

“Shireland were asked to lead a review of provision and to create a strategic plan to support the schools and students. The main outcome of the review was for Shireland Academy to develop and launch a new dedicated EAL Academy, to be operated as part of the existing school.”



How will the new EAL Academy at Shireland work?

“Essentially, we’re seeking to provide:

- ✓ *Bespoke accommodation that is self-contained*
- ✓ *Baseline Assessments including new language assessments and grading*
- ✓ *SEN and social and emotional assessments (behaviour)*
- ✓ *Fully supported EAL Teachers & Family Support Workers*
- ✓ *Latest technological solutions to support EAL delivery*
- ✓ *Visiting Speakers (British Values, Prevent, etc.)”*

How long will students stay at the academy?

“Once language acquisition has been improved, students will then be supported with placements in schools outside of Smethwick and West Bromwich, where there is extra capacity in the system.”

How does Shireland work with FlashAcademy®?

“Shireland has a national reputation for its use of technology to support accelerated learning and has been working with FlashAcademy® in the development of its MFL tools. This link was further developed to support the introduction of language to INA students with EAL. Shireland is working with FlashAcademy® to explore a research project into the effective use of the platform for both digital baseline assessment and the teaching of INA students with EAL needs.”

“ —

“At Shireland we seek out the very best resources for our students. We’re excited that our students are using FlashAcademy® both inside and outside the classroom to develop their English and German skills.”

Sir Mark Grundy

Executive Principal, Shireland Academy

Access for Every Pupil at School

A whole school licence makes EAL & MFL available for all pupils



A full school licence entitles a school to unlimited EAL and MFL licences, providing an independent learning resource for all pupils. FlashAcademy® MFL contains all the features and benefits of FlashAcademy® EAL, teaching 13 languages from English:



Encouraging a love for languages

Implementing FlashAcademy® MFL as part of a full school licence could not be simpler and **will often provide more beneficial pricing** for schools who have an MFL teaching requirement as well as a number of pupils with EAL.

Edgbaston High School for Girls (EHSG) and The Long Eaton School are two of many schools **using FlashAcademy® MFL to provide all their pupils with the opportunity to embrace a new language.**

Jane Johnson, Head of Modern Languages at EHSG described a feeling we find echoed a lot in secondary schools across the country - that pupils find languages difficult and at times, inaccessible. Manuel Donas Salinas, a language teacher at The Long Eaton School agrees ***“It’s often very challenging for students to speak in a new language - it’s a huge deal for them and when they learn something new it needs to be broken down until their confidence builds.”***

“ —

“Some pupils find languages difficult and inaccessible, and FlashAcademy® is a great opportunity for them to have language at their fingertips.”

Jane Johnson

Head of MFL, Edgbaston High School for Girls

*“FlashAcademy® has integrated successfully into the curriculum at Edgbaston High School for Girls, forging an environment where **students are able to excel in a subject that is traditionally seen as difficult**, but at the same time, and perhaps more importantly, to enjoy the process of learning. By bridging the gap between home and school, **FlashAcademy® also helps develop skills of independent learning, which are invaluable when students progress to further study.**”*

At The Long Eaton School, **pupils enjoy the fact that they can use the technology anytime, anywhere** as this means they are able to practise in the setting that feels most comfortable. This also means **less teacher time is needed** as students come to class more prepared and find all the information they need on the app. They also feel being praised by the app when they get something right, really **helps build their confidence.**



To discuss whether a full school licence would be beneficial for your school, please get in touch with our School Partnerships team.

The FlashAcademy® Methodology

Explaining the science behind the platform



Meredith Cicerchia is a linguistic researcher (*PhD student, Applied Linguistics, University of Nottingham*) and part of the Learning Labs Education team behind the pedagogical approach used by FlashAcademy®. Meredith explains some of the learning science built into the platform:

Vocabulary acquisition

Our approach is **grounded in research on vocabulary acquisition** via incidental and deliberate learning. In every FlashAcademy® activity, we focus our efforts on expanding a student's vocabulary so they can **start using their new language as soon as possible**.

Multi-sensory input



At FlashAcademy®, **we use a combination of multi-modal flashcards** that combine images, videos, audio and text to **help pupils learn and retain new words** through input to multiple sensory channels.



Recall, retention, and use

Research on memory and learning tells us we need to see new language often and in a particular order to effectively move it **from short to long-term memory**. Our recall exercises are designed to **help pupils practise the words they most need to see**, when they need to see them.

Pronunciation practise



Pupils are better able to reproduce the sounds they are exposed to when they have a native speaker to imitate. That's why **FlashAcademy® provides native speaker videos** and also offers a recording option and rating system so pupils can practise their delivery **to attain a more natural pronunciation**.



Finding new language in context

It's important for EAL students to go beyond general vocabulary lists and **acquire words that are relevant for the people, places and moments that make up their lives.** With the FlashAcademy® object translator, a camera becomes a personal dictionary providing new language and words to **describe the everyday objects students find both at home and in the classroom.**

Gamification and motivation



FlashAcademy® makes the most of a gamified approach because we understand that when pupils are having fun, they lose themselves to language and more words make it into long-term storage. Leaderboards spur pupils to compete and get them to **engage with language on a more regular basis.**



Self-directed learning and engagement

Lessons can be repeated as needed, **games can be played on-demand** and any number of skills can be practised depending on the pupil's preference. **Success is rewarded with applause** and feedback is built into the app to create an engaging and positive experience for every skill level.

Grammar and communication



At FlashAcademy®, we recognise that knowing a rule and being able to use it aren't necessarily the same thing. That's why we **teach grammar through meaningful examples** and activities that help pupils put their knowledge to the test.

“

“I would really recommend FlashAcademy® to any school that wants to take the performance of pupils in languages further”

Catherine Cantin

Teacher, Royal Grammar School (The Grange)

Learning Labs Team

Inventing new ways to support learning

FlashAcademy® has been built by the Learning Labs EdTech team, based at the Innovation Birmingham Campus in the UK. We're essentially a group of linguists, former teachers and techies, with a common belief that technology used in the right way can help make learning more fun and effective for everyone.



The FlashAcademy founders

Veejay and Richard originally founded Learning Labs with the invention of FlashSticks® language Post-it® Notes, now sold all over the world. The FlashAcademy® platform was then developed in close collaboration with schools, to better support MFL and EAL needs.



Innovation Birmingham Campus

Learning Labs is based at the heart of Birmingham's tech community, helping the team to utilise the latest advances to keep improving its platform and resources.





Education liaison team

Working closely with schools to ensure they have the best possible experience with FlashAcademy® and relaying new ideas back to the team, so we can continue to improve the platform for all users.

FlashAcademy WordUp

If you're in this office, you're changing the world learns.



Talented developers & designers

Every part of the FlashAcademy® platform is designed and built in-house, making us agile enough to be able to adapt and improve quickly.



Our awesome linguists & teachers

Using experience of teaching in Primary & Secondary, alongside our multilingual team, to oversee that the pedagogy and content meet the current and future needs of schools.

Learning Labs

Re-inventing language learning



We're ready, if you are?

Introducing FlashAcademy® into your school is simple and it takes very little time before your pupils and teaching team are benefiting.

- ✓ *Automated pupil set-up*
- ✓ *On-site teacher training available*
- ✓ *School support team*
- ✓ *GDPR compliant*
- ✓ *Technology hardware assistance, if needed*

To get started, simply contact our education team:

✉ team@flashacademy.com ☎ +44 8432 897447

🌐 www.flashacademy.com

A few of our partners:





“ —

“I would wholeheartedly recommend FlashAcademy® to other schools who have an EAL challenge. As far as I am concerned, it has revolutionised my department.”

Hollie O’Sullivan

Lead Teacher for EAL, Great Barr Academy

Powered by:



www.flashacademy.com