STRATEGIES FOR SUPPORTING EAL STUDENTS

SPEAKING AND LISTENING	READING AND WRITING

STEP 5+

DICTOGLOSS: Students reconstruct a text.

1) Teacher reads out a passage x 2
2) Students listen and make notes. **ALLOCATE** specific words/ideas for the EAL student to listen out for.
3) In pairs, then groups, the students reconstruct the passage.

GROUP WORK: allocate the EAL pupil a specific role.

QUESTIONING: Practise the language structures needed to go all through Bloom's. e.g. ' What would have happened if...?' 'What do you suppose..? 'What might be the outcome if...?'

USE DRAMA AND ROLE PLAY: this allows them to practise speaking and listening in a variety of roles and situations.

HOTSEATING: Students prepare questions; one student is hotseated to give full answers, then, peers assess.

REHEARSAL BEFORE WRITING: snowballing/ think, pair, share/ mind mapping/provide a picture – 'How might this be relevant?/two pictures for comparison or before/after.

WRITING FRAME: Give support for the answer in the question. Not: *"Where did he go?"*, but *"Say where he went."*

WRITING FRAME: Give students suitable connectives for the genre. Eg. for sequencing a recount: First of all/ After this/ Suddenly/ Once he had.., he... /Seeing that....,/Finally...

WRITING FRAME: Supply students with the adjectives, adverbs, verbs and nouns they will need to use.

DECONSTRUCTING AND RECONSTRUCTING TEXTS: Cut a model answer or piece of text into pieces/short paragraphs and ask the student to put it back together. ALSO, leave blanks for the student to add a suitable connective.

READING STRATEGIES.

Pre-highlight important phrases OR ask the students to highlight difficult phrases. Then, to help comprehension, go through and **PARAPHRASE**.
REDUCE or SIMPLIFY the text and the number of questions for the EAL learner.

ANAPHORA: Pick out phrases that act as signposts in the text and ask students what they refer to eg: because of *this*; after *that*; at *that* time; *this* means...

STEPS 3&4

ROLE PLAY: Kinaesthetic activities consolidate learning. Give students time to act out concepts/situations.

Charades and activities such as this are useful.

BEAT THE CLOCK: Quick fire question and answer sessions. First, 'Yes, it is, or No, it isn't,' Then, the student must not say 'yes' or 'no', they must give a full statement answer.

QUESTIONING

Give 'thinking time'. Ask more complex questions, but simplify the language. Prompt students to ask questions of each other instead of you asking directly. Eg: Ask X why/how/what . . .

REHEARSAL: Be precise about the tasks set and ask the student to explain back to you what they have to do.
ALLOW TIME for the student to prepare an answer or discuss it with a partner.

QUESTION ANSWER SHUFFLE/ DOMINOES: Student has 2 cards: fact card and blank; student must write q. on blank. Teacher redistributes cards and students call out q. Student with answer card reads out.

SEQUENCING: Put sentences, pictures, etc. in order

TRUE/FALSE: Students identify and **correct** false statements at sentence and text level. Incorrect reports: give out a report with deliberate mistakes which the students have to correct.

CATEGORIES: Put items into groups; identify information and put into grid.

TRANSFORM: Ask students to transform statements into questions and vice-versa. A good exercise is to give the students a list of statements and ask them, in pairs or as individuals, to write questions to the statements. Then, in pairs, practise. Forming qs with **do/does/did** has to be taught.

Help students to extend their sentences with connectives: *and, so, but, because*, etc.

COMPARE AND CONTRAST: Looking for the things which are the same and different is an excellent way to practise language. 'This one's got...that one hasn't got...' The one on the left is bigger than...' etc. Most things can be compared .

Ask your EAL student to **LISTEN FOR KEY WORDS:** ask them to keep a tally chart or give bingo cards for the number of times you use key words.

STEPS 1&2

MODEL: Ask students to repeat answers you or other students have given.

QUESTIONING: at this level, allow one word answers; closed questions have their use at this level. Provide the answer in the question. E.g. is it red or black?

RECOGNITION GAMES: Splat/ Bingo/ Snap (word and picture)

BARRIER GAMES: Pair work: Pupil A must describe something to pupil B.

Whole class: one pupil, back to the board, the class describes the object.

PROVIDE VISUAL AIDS: Real objects, photos, pictures, charts, grids, graphs, Internet images.

TRANSLATE IT! Use the students' own language! Translate the words or phrases (use support assistants or other students if necessary)

MATCH UP: Picture - word definition; question – answer. Make this kinaesthetic by having students move around to find the matching card.

CLOZE: Put in missing letters, vowels, nouns, verbs; replace picture with word, etc.

ODD ONE OUT: with simple vocabulary items

SEQUENCING: Put jumbled up letters in words in order to make a word and jumbled up words to make the sentence.

TEACHING NEW VOCABULARY

Model it in context/show it.
Use it in questions 'Where is the..?'
Prompt for it and elicit it. 'Pick up the...'
Repeat it.
Display it.
Provide opportunities for students to use it.