



Welcome to the English as
an Additional Language
department!

EAL AT LOXFORD

- ▶ What does it stand for ?

English as an Additional Language



Only 16.8% of Loxford students have English as their home language.

Over 80% of Loxford students are EAL!
This means that 80% or more speak a different language at home.

AT LOXFORD WE ARE ALL
TEACHERS OF EAL.

- ▶ Most of the 'EAL' students are UK born and educated, their 'home' language is their family/community language.
- ▶ As for the EAL students who are identified with Code A and B for Listening, Reading, Speaking or Writing, these are the main focus of the EAL department's attention.

WHAT IS THE IMPACT OF THESE
NUMBERS OF EAL STUDENTS?

HOW CAN THESE STUDENTS BE SUPPORTED?



These students will, depending on their levels:

- ▶ Attend the EAL intensive Programme at Loxford, attending 5 lessons a week
- ▶ To provide the EAL student with a laptop in the lesson.
- ▶ Subject teacher to make aware the EAL support teacher/LSA of what is the lesson content or what are the most important points the EAL student needs to focus on.
- ▶ Using Google Translate and with the help of demonstrations, in case no classmates sharing the same first language are available, the EAL student will be shown to translate the objectives of the lesson from English into his/her first language.
- ▶ Objectives have to be inserted in full sentences or short paragraphs in order to obtain precise and clear translations.
- ▶ EAL students copy out objectives in both languages, from English into his/her first language, in the exercise book.
- ▶ This strategy will support EAL students with the understanding of the lesson's content, helping them to keep up with the subject knowledge and use the lesson time effectively and as independently as possible, while they are learning the English language through the weekly EAL lessons.
- ▶ Once the knowledge of the English language has grown, they can revise these notes and be able to understand topics fully.



Strategies



Buddy Up

Picture Rules

Dictionary

Images

Sentence Starters

Talk to support staff

Role Models

Pre-Teach Vocabulary

Open Questions

Rehearsal

Concrete Starters

Discussion Toolkit

Whiteboards

Questioning

Support the Teacher

Thinking Time

Model

Success Criteria

Listening Frame

Key Words

Pre-Highlight

First Language

Purpose

Allocate Roles

Plan in 1st Language

Match/Grid

Writing Frame

Plenary Prime

Present

Genre Modelling

Vocabulary and Meaning

Barrier Games

Belonging

Language Types

Types of Talk

Thinking Together

What's the Point

Prior Knowledge

Linguistic Diversity

Compare and Contrast

Analogies

Idioms

Recasting

Vocabulary Sequence

Starting Points

Listening Assistance

Drama

Diagrams

Word Relationships

Model Writing

Word Taxonomy

Darts

STRATEGIES FOR SUPPORTING EAL STUDENTS

	ORACY	LITERACY
A D V A N C E D	<p>DICTOGLOSS: Students reconstruct a text.</p> <ol style="list-style-type: none"> 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. <p>GROUP WORK: allocate the EAL pupil a specific role.</p> <p>EXPERTS: Each student shares an item of information with a group who use it to present their findings. Give EAL student accessible information.</p> <p>USE DRAMA AND ROLE PLAY: this allows them to practise speaking and listening in a variety of roles and situations.</p> <p>HOTSEATING: Students prepare questions; one student is hotseated to give full answers, then, peers assess.</p> <p>REHEARSAL BEFORE WRITING: snowballing/ think, pair, share/ mind mapping/provide a picture – ‘How might this be relevant?/two pictures for comparison or before/after.</p>	<p>WRITING FRAME: Give support for the answer in the question. Not: “Where did he go?”, but “Say where he went.”</p> <p>WRITING FRAME: Supply students with the adjectives, adverbs, verbs and nouns they will need to use.</p> <p>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.</p> <p>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...</p> <p>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.</p> <p>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...</p>
I N T E R M E D I A T E	<p>ROLE PLAY: Kinaesthetic activities consolidate learning. Give students time to act out concepts/situations. Charades and activities such as this are useful.</p> <p>PROMPT students to ask questions of each other instead of you asking directly. Eg: Ask X how/what . . . etc.</p> <p>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.</p> <p>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.</p>	<p>SEQUENCING: Put sentences, pictures, etc. in order</p> <p>TRUE/FALSE: Students identify and correct false statements at sentence and text level.</p> <p>CATEGORIES: Put items into groups; identify information and put into grid.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Help students to extend their sentences with connectives: and, so, but, because, etc.</p>
B E G I N N E R	<p>MODEL: Ask students to repeat answers you or other students have given.</p> <p>QUESTIONING: at this level, allow one word answers; closed questions have their use at this level.</p> <p>RECOGNITION GAMES: Splat/ Bingo/ Snap (word and picture)</p> <p>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.</p> <p>PROVIDE VISUAL AIDS: Real objects, photos, pictures, charts, grids, graphs, Internet images.</p> <p>TRANSLATE IT! Use the students’ own language! Translate the words or phrases (use support assistants or other students if necessary)</p>	<p>MATCH UP: Picture - word definition; question – answer. Make this kinaesthetic by having students move around to find the matching card.</p> <p>CLOZE: Put in missing letters, vowels, nouns, verbs; replace picture with word, etc.</p> <p>ODD ONE OUT: with simple vocabulary items</p> <p>SEQUENCING: Put jumbled up letters in words in order to make a word and jumbled up words to make the sentence.</p> <p>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.</p>

At Loxford School,
supporting students
with English as an
Additional Language is
about inclusion.

