

101 EAL Conversations – sample card



Teaching and Learning

A Newly Qualified Teacher is worried about a new-to-English learner who has just arrived in his class. With 29 other children, all with diverse needs, how can he be expected to provide alternative work for this extra child?

What advice would you give him?



The key message is that catering for the needs of pupils learning EAL does not require alternative provision or the need to create masses of new resources. High quality teaching, the implementation of EAL strategies and the occasional additional resource is all that is usually needed.

Here are a few general principles:

- make sure the new learner is grouped with children of a similar ability, usually mid to high ability groups/sets
- try to include the pupil in the same tasks as peers, but don't expect the same outcome – provide alternative ways for children to demonstrate learning
- the occasional differentiated resource will help e.g. academic keywords
- encourage peers to assist by using a shared first language and/or their well-developed English oral skills
- respect a silent phase, but encourage oral contribution supported by technology where possible e.g. oral recording devices
- encourage the use of first language as a tool for learning
- remember that children are not here just to acquire English – they also have to learn the curriculum at the same time.