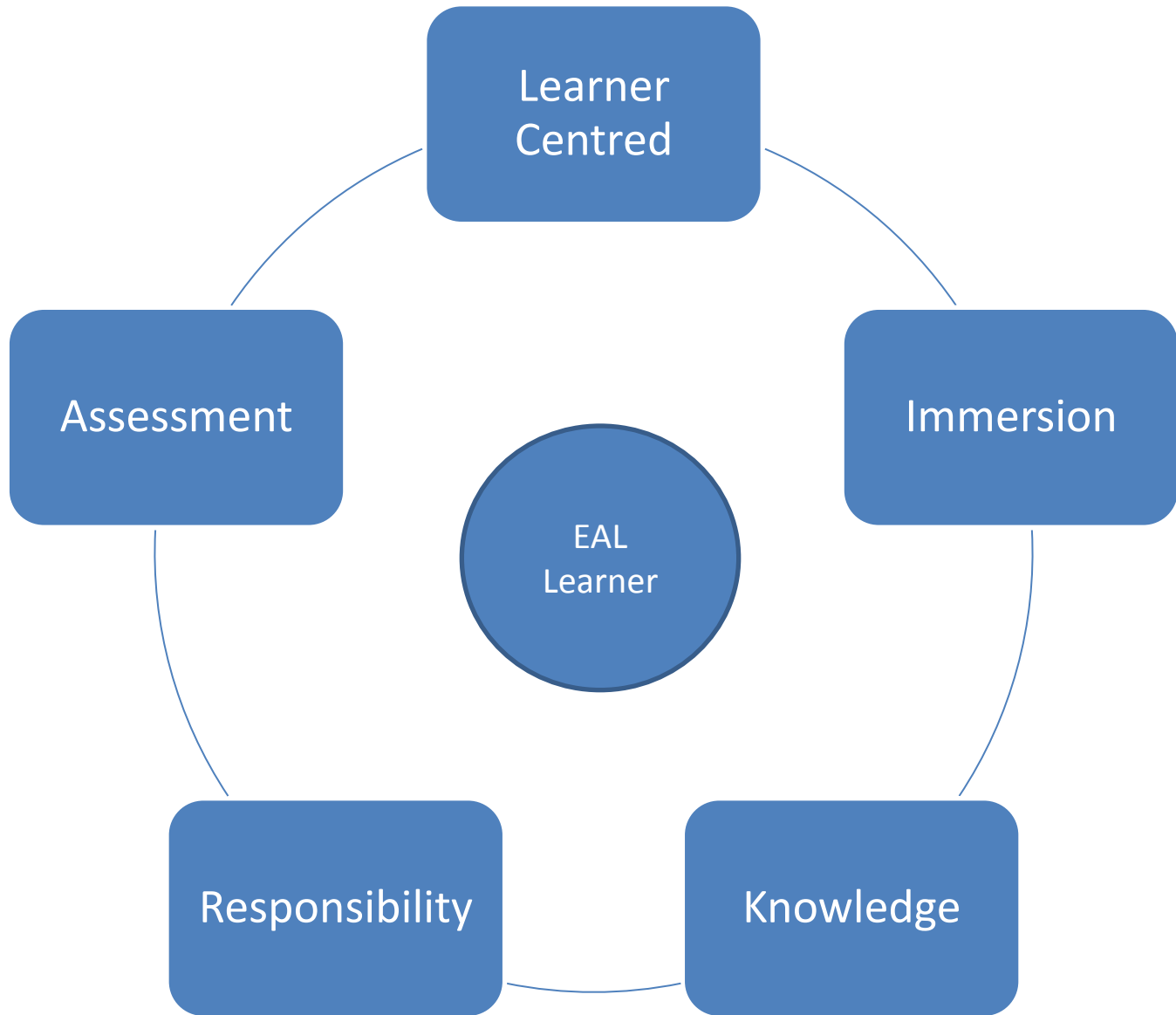


EAL Elements



Learner Centred

EAL learners learn best when the language input is comprehensible and relevant to their individual needs, interests and understandings.

Teachers can:

- recognise and acknowledge that students bring knowledge to the learning of a new language, and this provides the basis for their learning of English
- help learners make links between what they already know and skills, new concepts and knowledge
- actively plan for the development of knowledge and skills of all students
- choose resources that are culturally sensitive and accessible
- create an atmosphere that positively acknowledges and values cultural similarities and differences

Immersion

EAL learners learn best when they are provided with opportunities to communicate in authentic school and social contexts.

Teachers can:

- encourage all students to actively participate and to take risks in language use
- provide a wide range of learning activities using different groupings, situations and teaching strategies that acknowledge a variety of learning styles
- provide opportunities for students to produce and respond to spoken and written text
- provide opportunities for students to use English in authentic contexts so that they may gain an awareness of how purpose and audience influence language choices.

Knowledge

EAL learners learn best when they are aware of language use and the role and nature of English.

Teachers can:

- explicitly teach students that language, oral and written, can vary according to the audience and the purpose
- explicitly teach specific features of text, such as grammar and vocabulary relating to a topic or theme
- explicitly teach students about the language structures and features required for different purposes and for different audiences
- provide opportunities for students to develop and use the language to think and talk about language (meta language)

Responsibility

EAL students learn English best when they are provided with opportunities to develop strategies and take responsibility for their learning.

Teachers can:

- foster the development of learning -how-to-learn and social interaction skills
- provide opportunities for students to develop strategies to facilitate their acquisition of English including planning and organising
- help students to become progressively independent language learners and users
- encourage students to take responsibility for their own learning

Assessment

EAL students learn English best when they are provided with appropriate feedback about their progress and the skills to actively monitor their language development.

Teachers can:

- actively involve students in setting realistic and achievable goals so that they can experience success, and so promote self-esteem
- support further learning through realistic but sensitive feedback and encouragement