

<p>Building vocabulary https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/building-vocabulary/</p> <ul style="list-style-type: none"> • Academic vocabulary – don't make the vocabulary simpler. You risk losing accuracy in meaning • Teach vocabulary in context • Teach words within key phrases – not as single words • Display – words with visuals, word bank • Repetitive games • Bi-lingual glossaries 	<p>Question Strategies https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/questioning-strategies/</p> <ul style="list-style-type: none"> • Provide questions prior to the lesson for learners to explore. • Teacher plans and carefully designs questions that directly support learning goals. Order the questions to build the knowledge in the desired sequence. • Include questions that will expand thinking • Include resources that support comprehension • Teacher targets questions according to individuals via Cold Calling. EAL children could have a sentence opener to support their answer • Provide support so children can articulate response e.g. during Think, Pair, Share – give extra time, prepare their response, provide sentence frames. • Reply to answers e.g. Say it again, but say it better. Make a suggestion of how to improve the detail/quality of their answers. • 7mths progress made when using questions effectively and increases long term memory
<p>Flashcards (New to English, early acquisition) https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/flashcards/</p> <ul style="list-style-type: none"> • Pairs – using new/context specific vocabulary • Sorting activities e.g. match words linked to notation v's symbol linked to notation • Bingo – picture cards, word cards or mixture • Odd One Out • Barrier games – barrier where one describes and one guesses from the description 	<p>Substitution tables https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/substitution-tables/</p> <ul style="list-style-type: none"> • Scaffolds talk and the process of writing • Table with a range of phrases to choose from • Words / images used dependent on learner's level of English.
<p>Scaffolding https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/scaffolding/</p> <ul style="list-style-type: none"> • Essential for those who are at the early stages of language acquisition • Collaborative activities – support environment • Vocabulary building • Substitution tables • Speaking frames. 	<p>Dictogloss – ideal for all levels of acquisition https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/dictogloss/</p> <ul style="list-style-type: none"> • Provide vocab in their own language prior to the sequence of learning. • Word bank would support the learner – no shying away from subject specific vocabulary • Teacher reads/shares information, e.g. about a musical concept, several times • After each read/share, there is an element of support or collaboration to enable the learner to understand the information better the next time around.
<p>Information Gap / Information Exchange https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/information-gap-activities/</p> <ul style="list-style-type: none"> • Children exchange information to build knowledge e.g. chocolate bar approach • Tell me Quiz • Match EAL with children who have good English models • Provide additional scaffolding e.g. Stem sentences or Substitution Tables 	<p>Graphic Organisers https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/graphic-organisers/</p> <ul style="list-style-type: none"> • Support children in following the process or understanding a timeline of musicians/composers • Help EAL children to organise their ideas