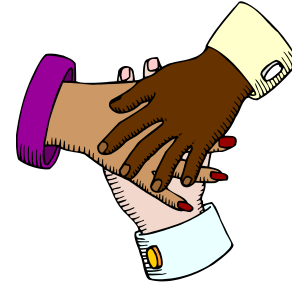


Working towards best practice with International and other EAL students



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Before we begin...



- This workshop is for sharing ideas & best practice
- Groups of tutors have a range of knowledge & experience with EAL students
- Strategies presented will be beneficial for all students, not only EALs

Where to start with EAL students?



Know your learners

Know your students – Why?

“To capitalise on students’ prior learning and life experience teachers must get to know their learners and their backgrounds, openly acknowledging and valuing their contribution.”

“The teacher must know the students in order to introduce new information in such a way that resistance and anxiety are minimised.”



[Ako Aotearoa: Goalposts](#)

Questions to ask

Know your learner

How do you find out about your learners?

Know your learner

What do you currently do?

Know your learner

What more could you do?

Names

- Write up your first or preferred name
- Tell the class or group (if larger numbers):
 - What your name means
 - Why you were given that name
 - If you like your name and why/why not



Questionnaire example

How it works

- Students interview each other, and then introduce the person they interviewed to the class (and also hand in the completed questionnaire).

Variations

- Change the questions
- Could this be done electronically?
 - Moodle, Survey Monkey, Google Forms?

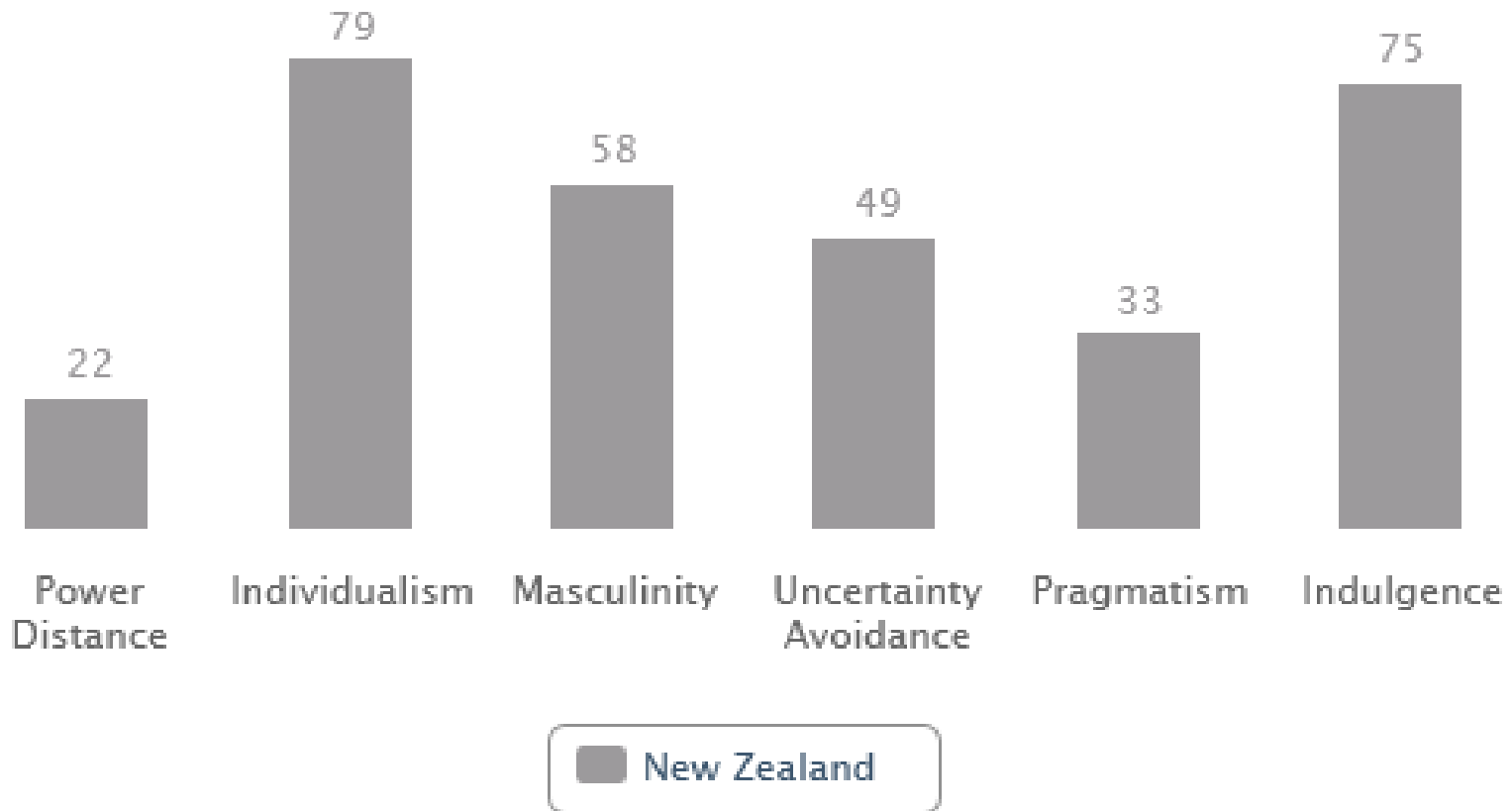


A tool for finding out about culture: Geert Hofstede's cultural dimensions



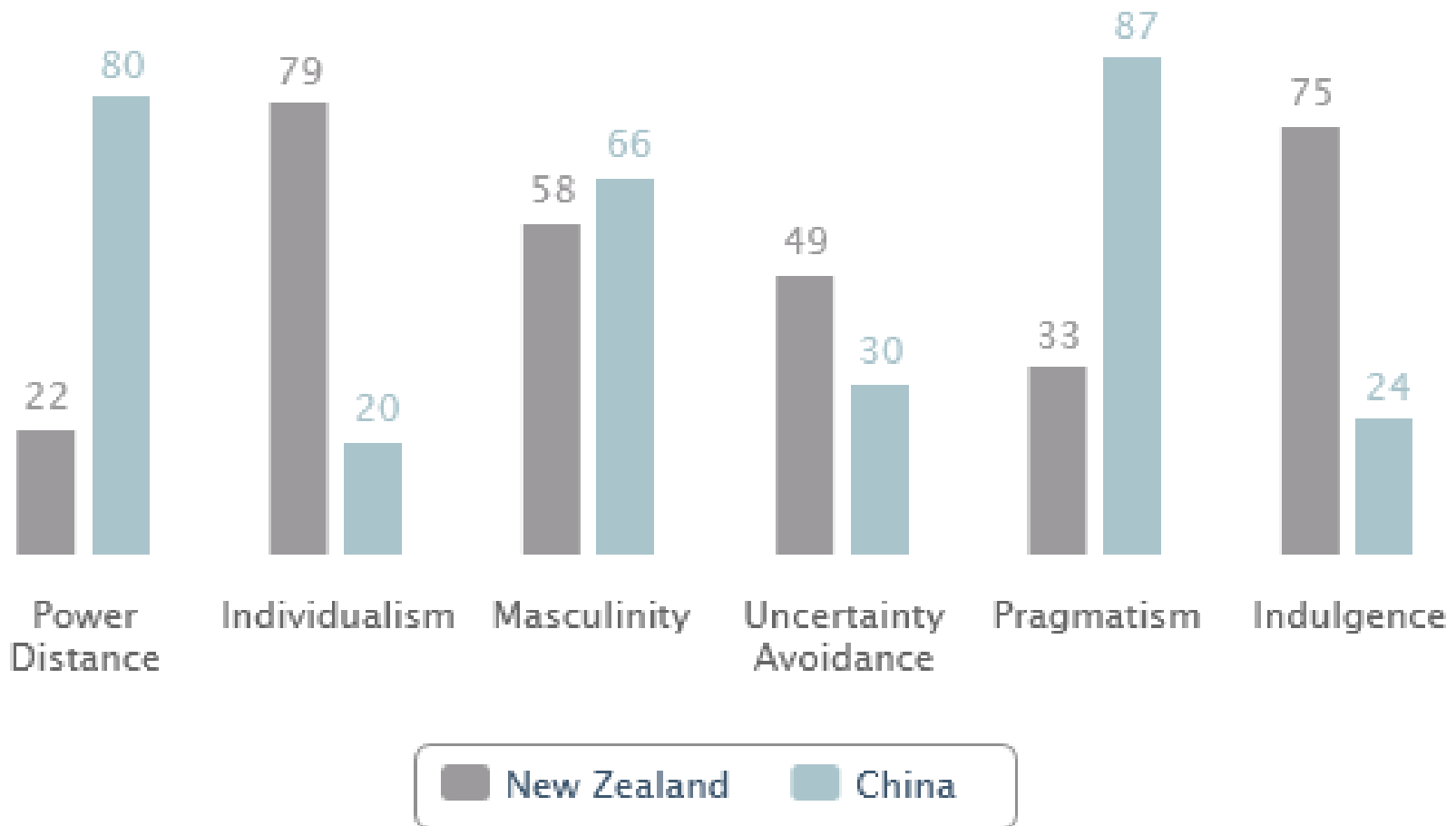
- Culture (for this purpose) is defined as “the collective mental programming of the human mind which distinguishes one group of people from another” (2001, p.9).

New Zealand



Where you think China would sit on this chart?

New Zealand - China



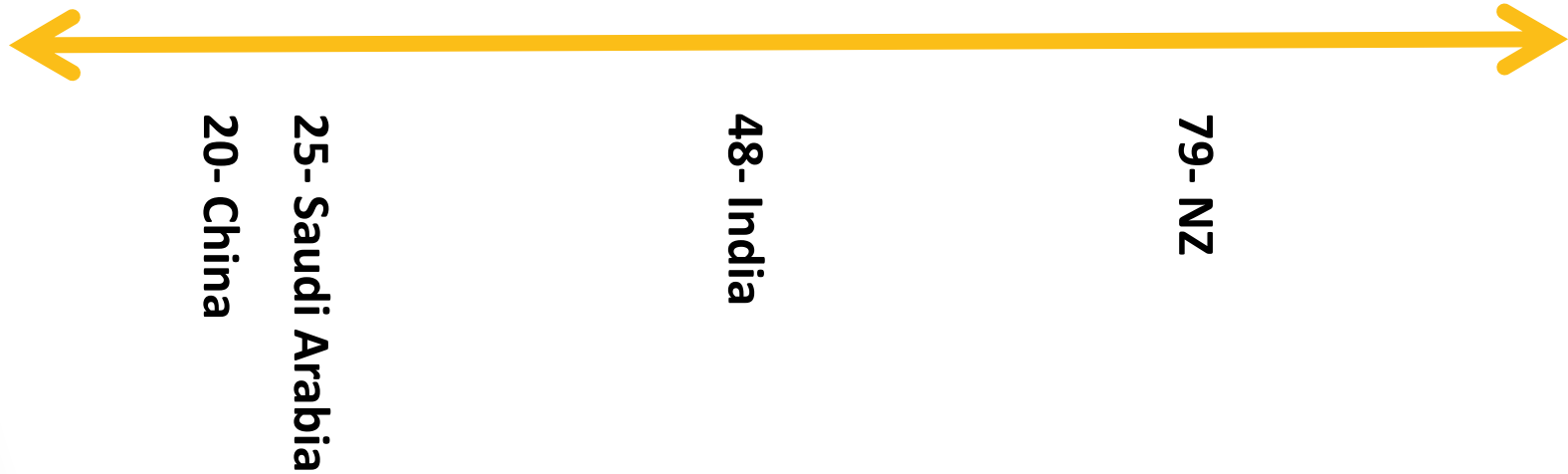
Power distance

The extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.



Individualism

The degree of interdependence a society maintains among its members.



Masculinity

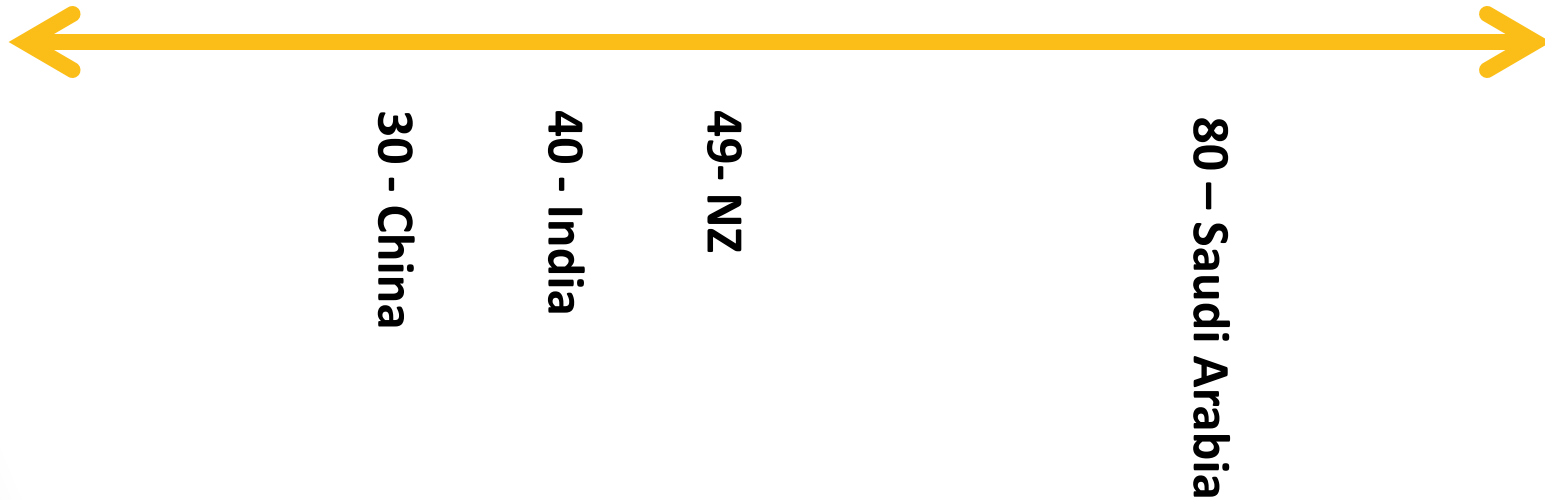
The fundamental issue here is what motivates people, wanting to be the best (masculine) or liking what you do (feminine).



65 - China
60 - Saudi Arabia
58 - NZ
56 - India

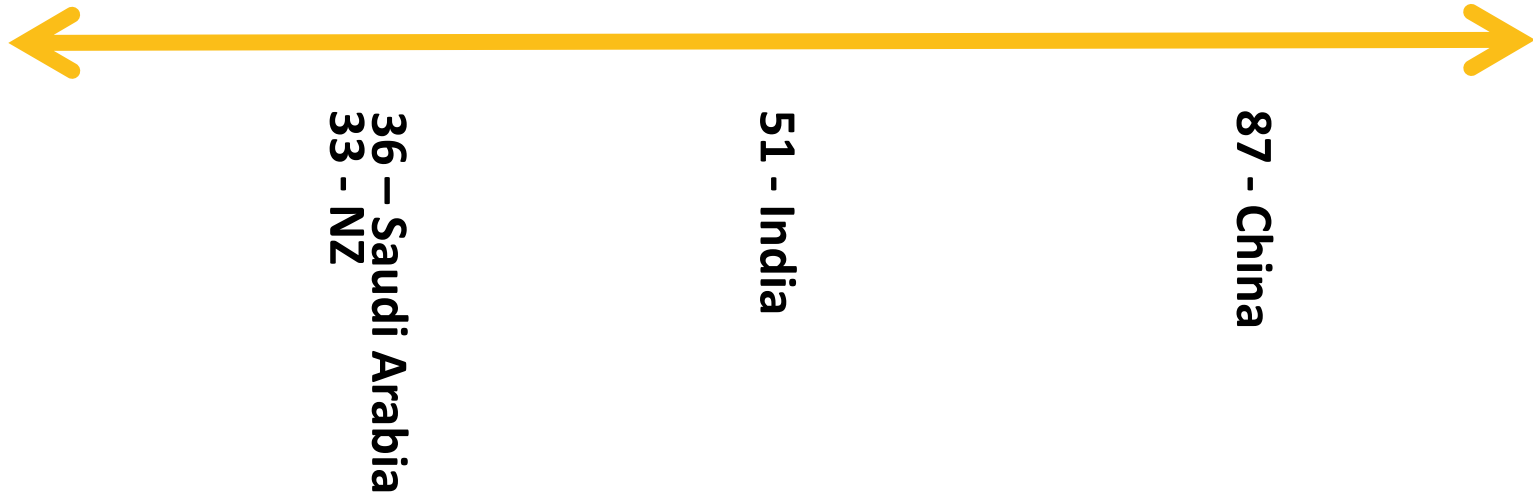
Uncertainty avoidance

The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these



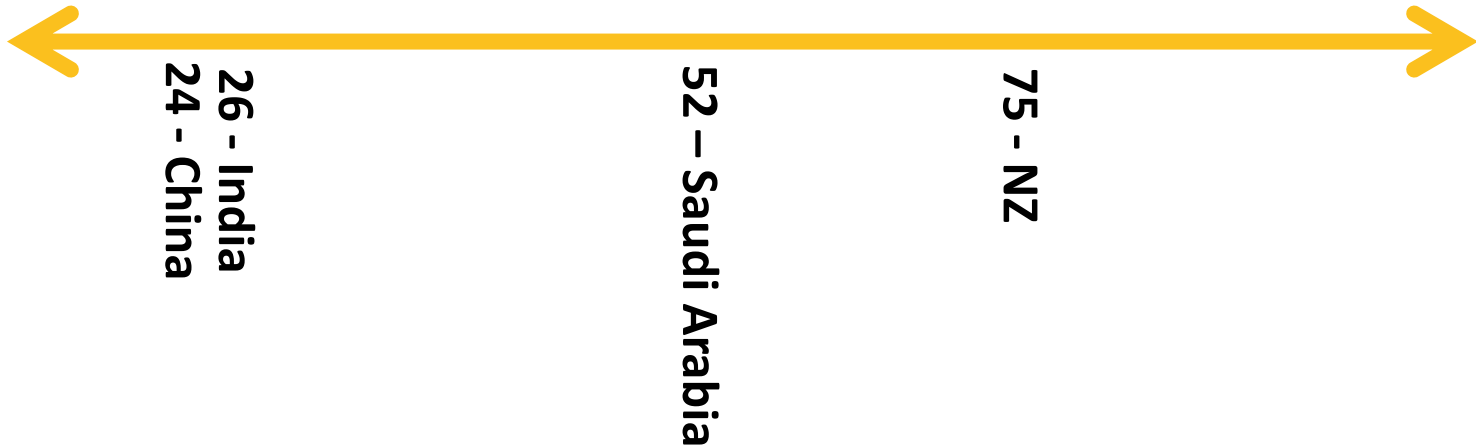
Pragmatism

How every society has to maintain some links with its own past while dealing with the challenges of the present and future.



Indulgence

The extent to which people try to control their desires and impulses.



What about students' level of English?

Wintec IELTS requirements

- **Programmes levels 5 to 7:**
IELTS 6.0 with a minimum of 5.5 in writing,
or equivalent



([Wintec web site](#))

What is Band 6?



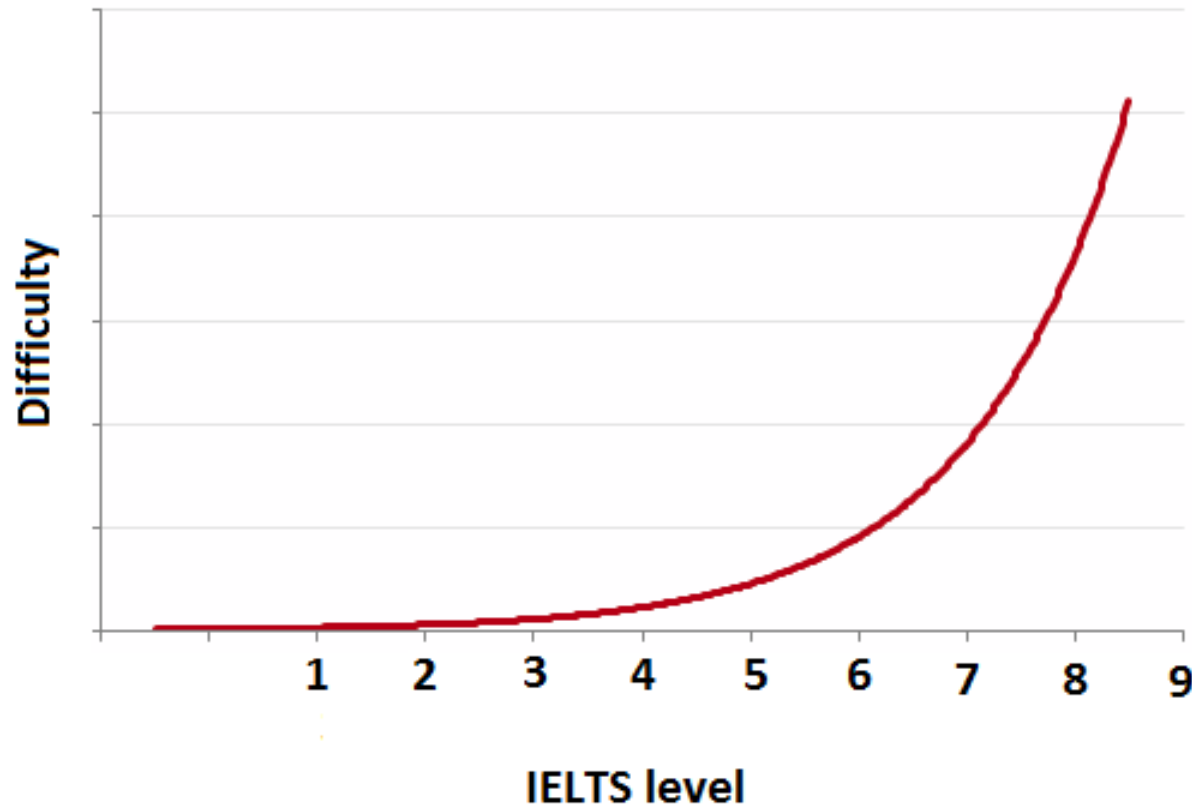
‘Competent user’

“Has generally effective command of the language, despite some inaccuracies, inappropriacies and misunderstandings.”

“Can use and understand fairly complex language, particularly in familiar situations.”

www.ielts.org

How IELTS difficulty increases by level



Examiner's comments: IELTS Band 6

- Work in pairs
- Highlight what the student **CAN DO** with one colour, and any **WRITING PROBLEMS** with another colour

“The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited.”

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Teaching Strategies for working with EAL students (which will benefit all students)



1) Giving clear instructions

- Put the instructions into the best sequence (handout)
 - Which steps of the sequence give the instructions?
 - Which steps of the sequence check the instructions
 - **How many** checking questions are there?
 - Why does the teacher **wait** to give out the handout?
- Also think about:
 - What else could the teacher do as a '**backup**'?
 - What is wrong with asking:
“Do you understand?”

Giving Instructions

1. Teacher holds up a worksheet
2. Now I want you to match these eight words...
3. *Teacher points to the left-hand side of the worksheet*
4. ...to the definitions on the right.
5. *Teacher points to the phrases.*
6. There's one extra definition that doesn't have a word
7. I want you to do this alone and check in pairs after.
8. OK then, how many definitions are there? (Learners: Eight).
Good.
9. And how many definitions are there? (Learners: Nine). Good.
10. And finally, are you going to do this together? (Learners: No).
11. *Teacher hands out the worksheet. Learners start the task.*

2) Pair/group work

- How often do you pair or group students?
- How do you pair or group students?
- What are some advantages?
- What can cause problems?
- What is some good advice for pair or group work?
 - Write up your group's ideas

A useful groupwork activity

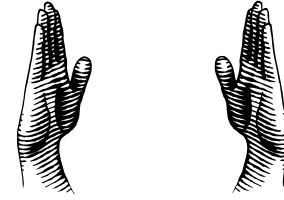
- View the video below, and comment on whether you could or would use the idea in your classroom, and why/why not
- How does it support EALs?
- Reaching a consensus



Something to think about:



3) Increasing vocabulary size (receptive)



- Many adult EALS have much less than **5000 word families** even after studying several years
- Undergraduate EALs – **5000-6000** word families
- Post-graduate EALs – **9,000** word families
- 17-year-old native speakers – **14,000** word families
- Native speaker university graduates – **20,000** word families

([Nation, 2012](#); [Nation & Waring, n.d.](#))

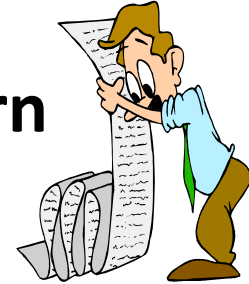
Receptive vocabulary size needed

Text Type	95% coverage	98% coverage
Novels	4000	9000
Newspapers	4000	8000
Academic	4000	8000
Movies	4000	6000
Conversation	3000	6000

([Nation, 2012](#))

Strategies for learning vocabulary

How do you encourage your students to learn vocabulary?



- **Lists of words** – hand outs / own exercise book / on Moodle?
- **Glossary with definitions** / other info about the words?
- **Word analysis** e.g. prefixes / roots / suffixes
- **Flashcards** – actual cards / mobile devices?
- **???**

Should vocab learning be teacher-led or Student-led?

Conveying meanings of words

Activity 1: Giving definitions

- Work in groups
- Choose a vocab card
- Don't say your word, but give a definition of it, and see if the others can guess the word

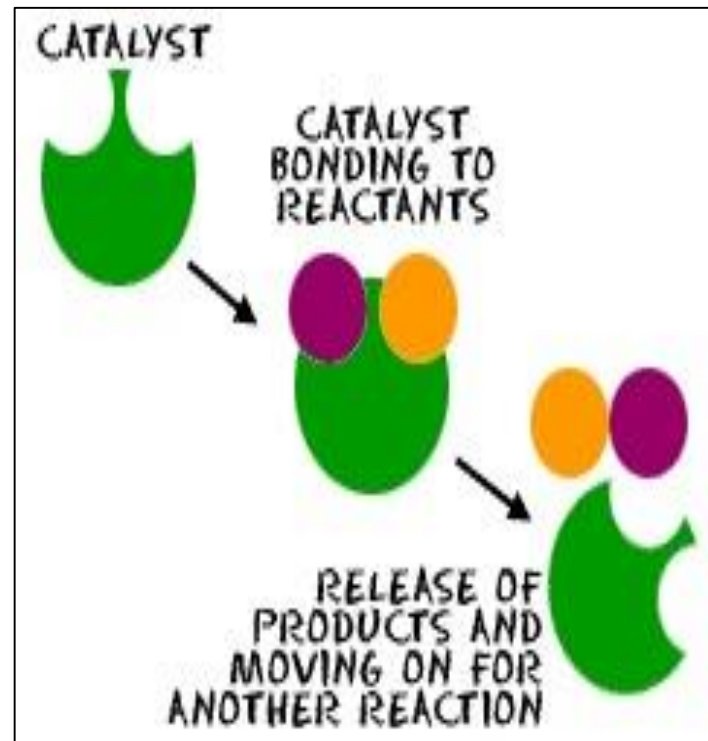
2: Concept checking

- Match the underlined words in the sentences 1-6 to the questions that check the meaning of the words.

What did you learn about teaching and learning vocabulary from doing these two activities?

Strategies for teaching vocabulary

- **Focus on meaning**
 - Visuals where possible
 - Examples
 - Definition
 - Check understanding
- **Focus on form**
 - Spelling
 - Pronunciation
- **Focus on use**
 - Examples
 - Put words into sentences



Takeaways / Where to from here?



- **Peer observations** focussing on your EAL student (good for promotions)
 - In your team/department
 - TESOL staff available for coaching/mentoring
- **Workshops for staff** in a team/department by TESOL team
- **Modules towards Cert/Grad Diploma in TESOL**