

Working with International and other EAL (English as an Additional Language) students

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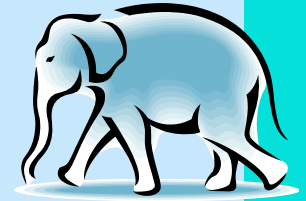
Workshop for CEID Tutors
Thursday 16th April, 2015

Introductions

Please tell us:

- **Your name**
- **Which programme/s you teach on**
- **What size your classes are**
- **How many International and domestic EAL students you teach**

The elephant in the room...



What are the issues or challenges you have with EAL students in your classes? You have mentioned...

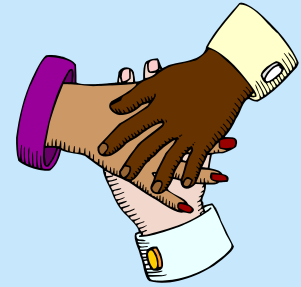
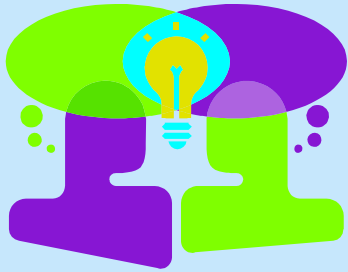
Today

Getting to know your students
Attendance & punctuality
Cultural differences
Classroom communication

Next time

Group work
English language levels
Written assessments
???

Before we begin...



- Best practice already being demonstrated
- These workshops are for sharing ideas & best practice
- Wintec tutors are VERY busy
- Strategies presented will be beneficial for all students; not only EALs
- Best way to ↑ academic capability of EAL Ss is via tutor / classroom
- Can't change 'the system', but can change how we deal with it
- Working together important to achieve best outcome for students
- Not all strategies will apply to your context; pick & choose

Where to start with EAL students?



Know your learners

Getting to know your EAL students

Discuss in pairs:



- What does 'getting to know' your students mean?
- Why is it important to 'get to know' your students?
- How well do you know your EAL students?
(1-10)

Know your EAL students – What?

- Personal information
- Educational background
- Prior life experience
- Language level
- Cultural background
- Motivation
- Expectations/Concerns



Know your learners – 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](#)

Getting to know your students – How?

Discuss:



- **What do you currently do to get to know your EAL students?**
- **Could you do more? If so, what?**

Some ideas for getting to know your students



MY NAME:

- How to spell and say it
- What it means
- Where it comes from
- If you like it

A 'Pre-Reader's Interview' questionnaire form. It has a decorative border and includes fields for Name, Date, and Class Period. The form contains several questions about a book, such as 'What is the title of this book?', 'Who wrote this book?', 'After reading the title, what do you think this book will be about?', 'After skimming through the pages, what have you learned about the setting?', 'As you've scanned this book, what have you learned about the characters?', 'Having looked briefly through the pages of this book, what have you learned about the plot or conflict?', 'Explain what you thought of when you picked up this book. What other books does it remind you of?', and 'What are your feelings about this book? What questions do you hope will get answered?'. Each question has a corresponding line for an answer.

QUESTIONNAIRE:

- Pair interviews
- Introduce your partner to the class
- (see handout for an example)



WRITING/SPEAKING

- Ask students to write or speak about why they decided to study on your programme

Attendance and punctuality issues

- What is the [Wintec policy for international students](#)?

(Also see International Students' Handbook, [p. 46.](#))

- What do you currently do?
- Could you do something more or different to encourage attendance and punctuality?
- Why do you think that (some) international students have issues with attendance and punctuality?

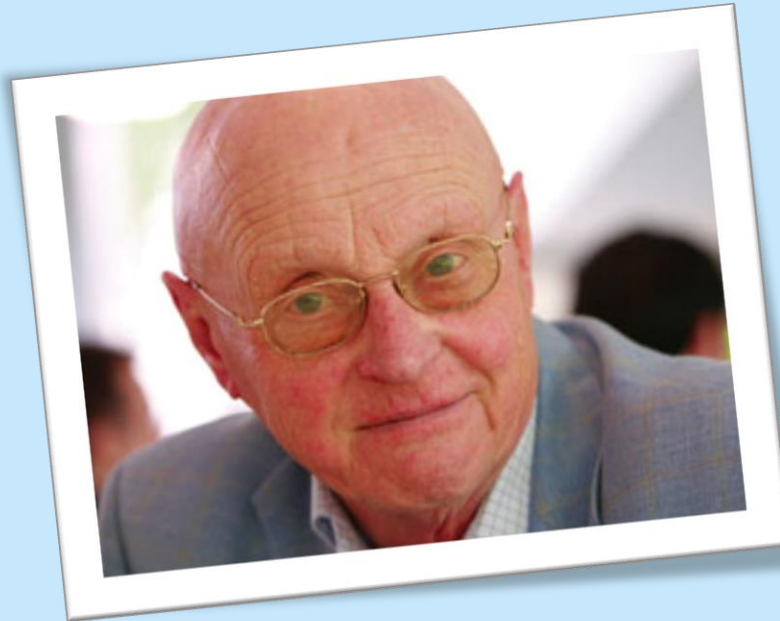


Think, pair, share

- **What** do you know about your students' culture?
- **How** could you find out more?
- **Why** is it important?



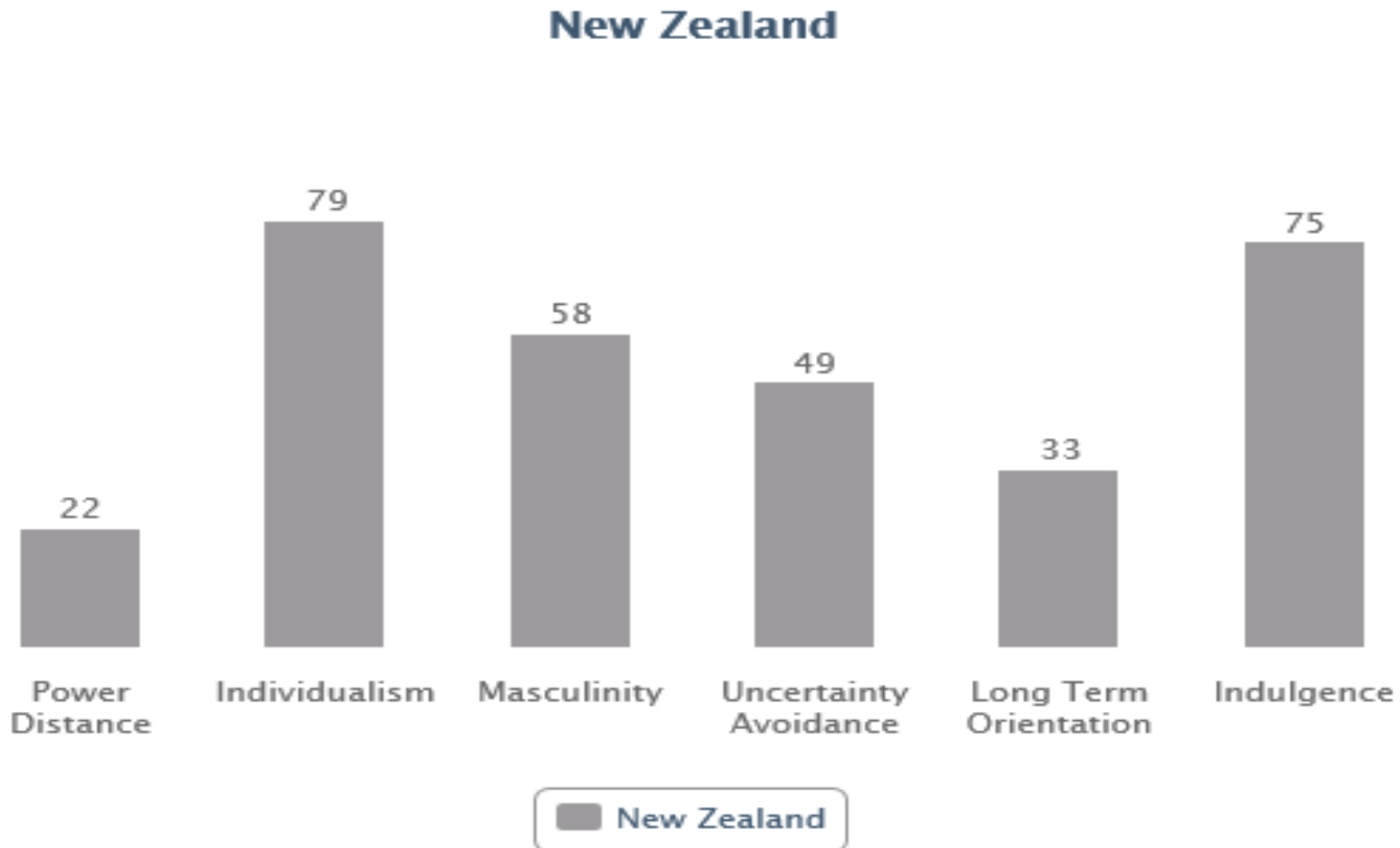
Geert Hofstede's cultural dimensions



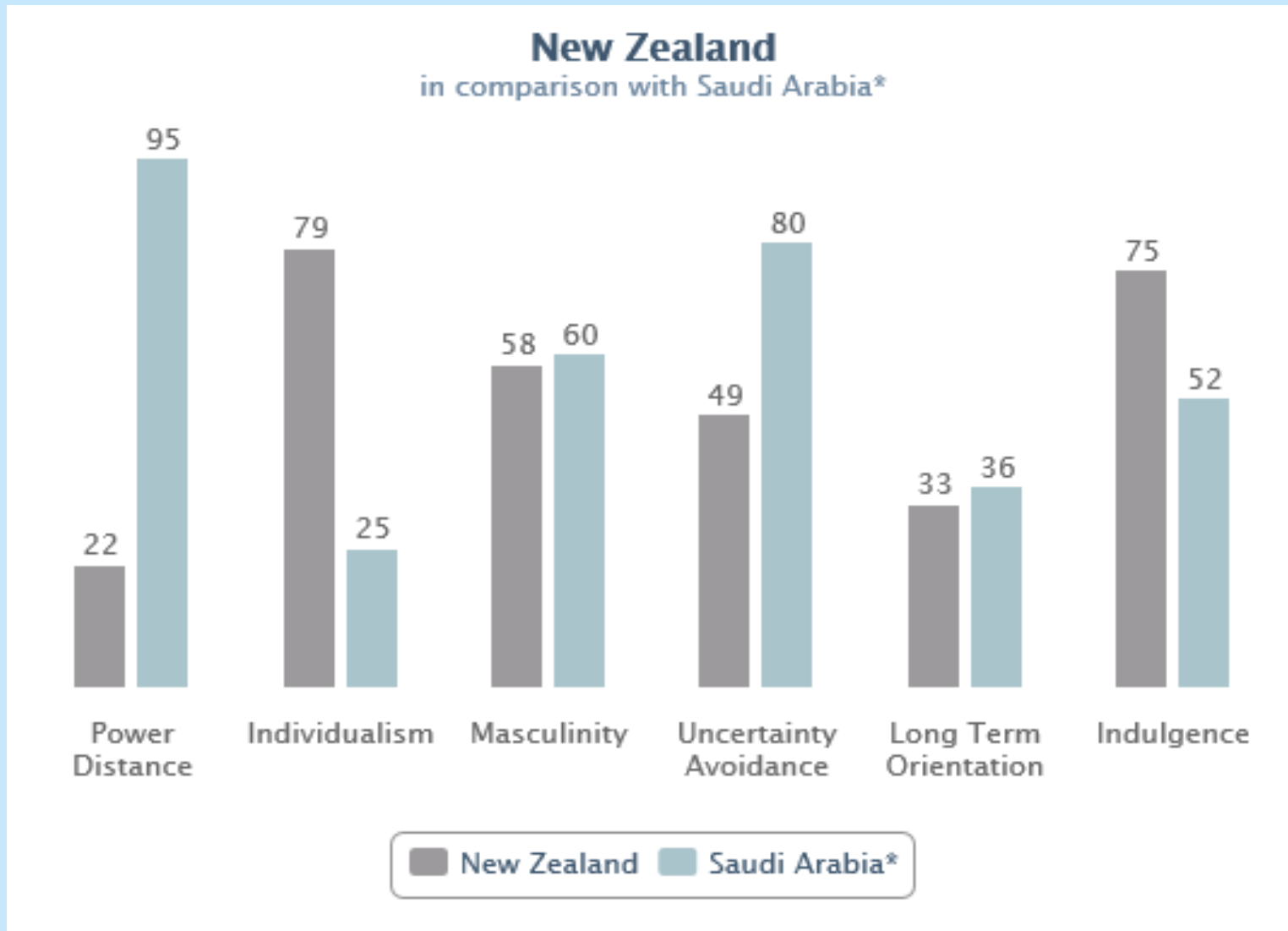
- Culture (for this purpose) is defined as “the collective mental programming of the human mind which distinguishes one group of people from another” (2001, p. 9).

New Zealand

In your groups decide where you think Saudi Arabia and India would sit on this chart

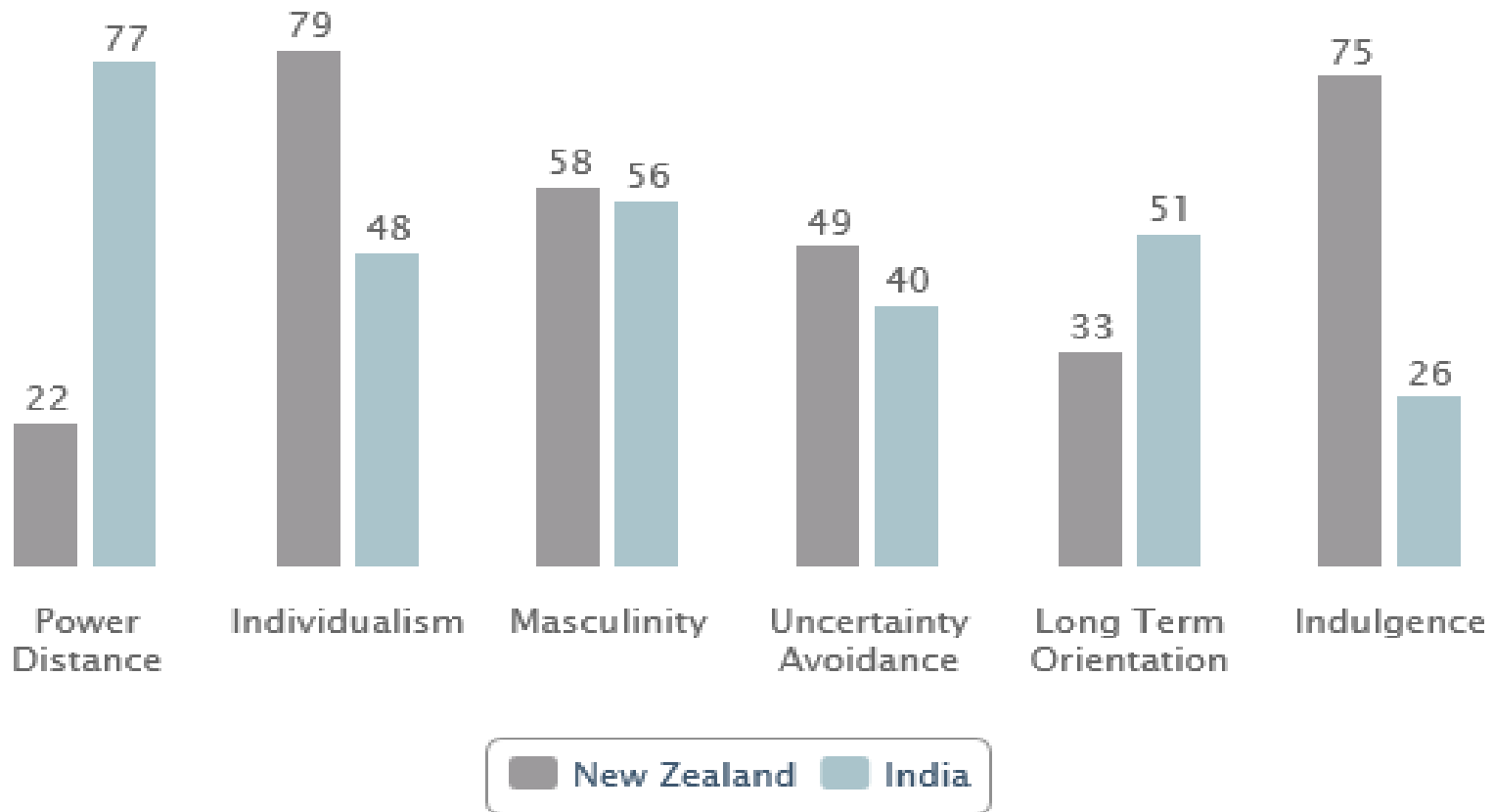


New Zealand – Saudi Arabia



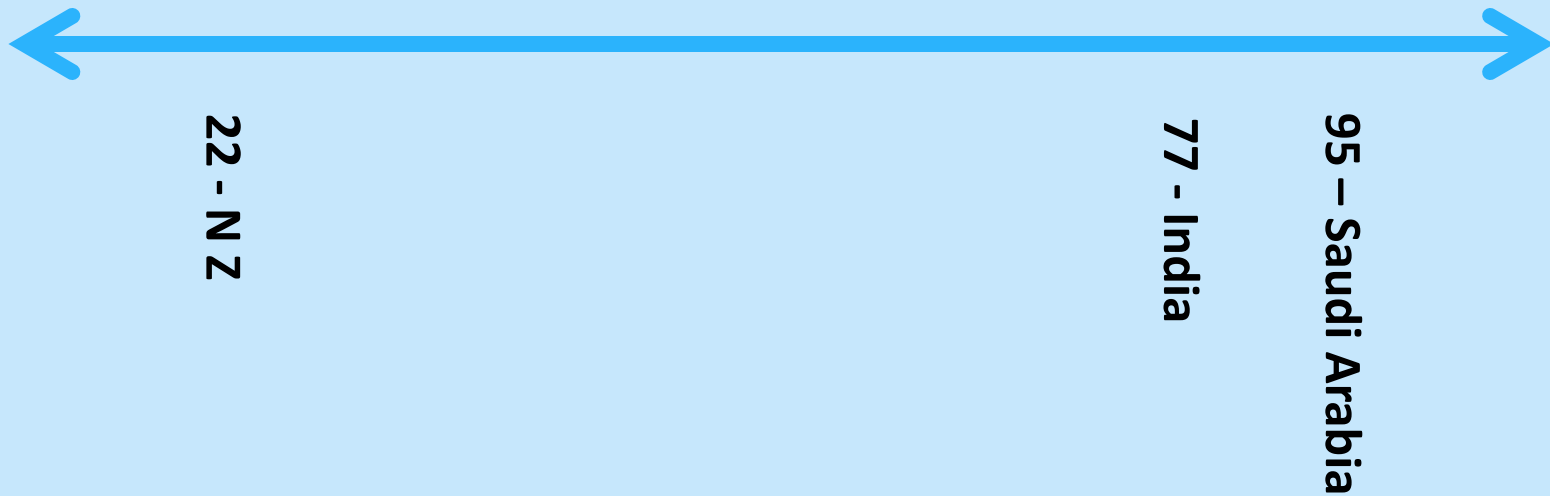
New Zealand - India

New Zealand
in comparison with India



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.



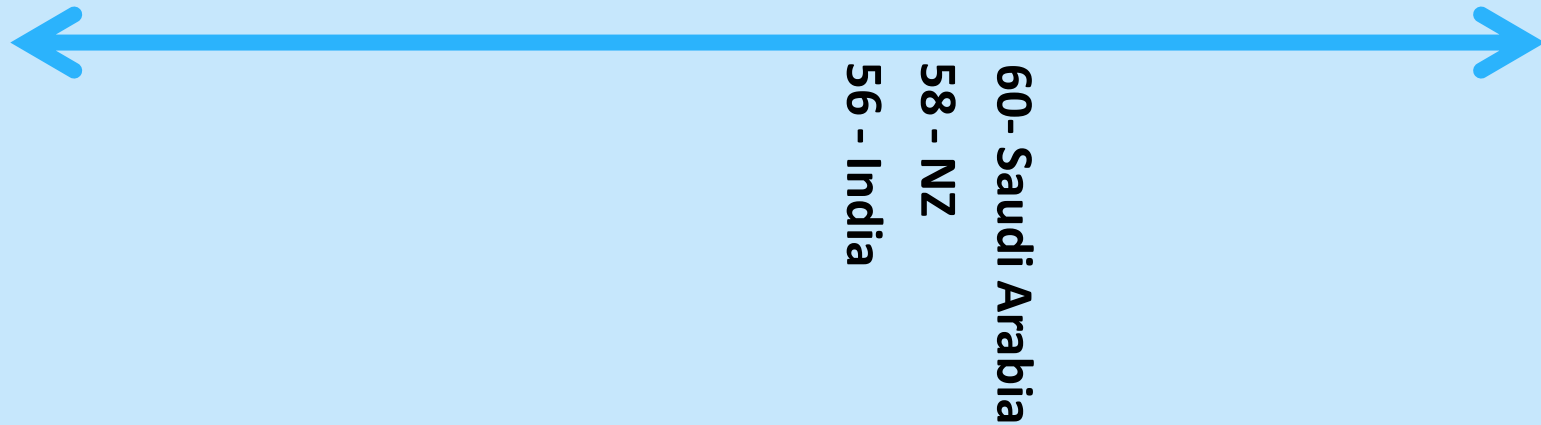
Individualism

The degree of interdependence a society maintains among its members.



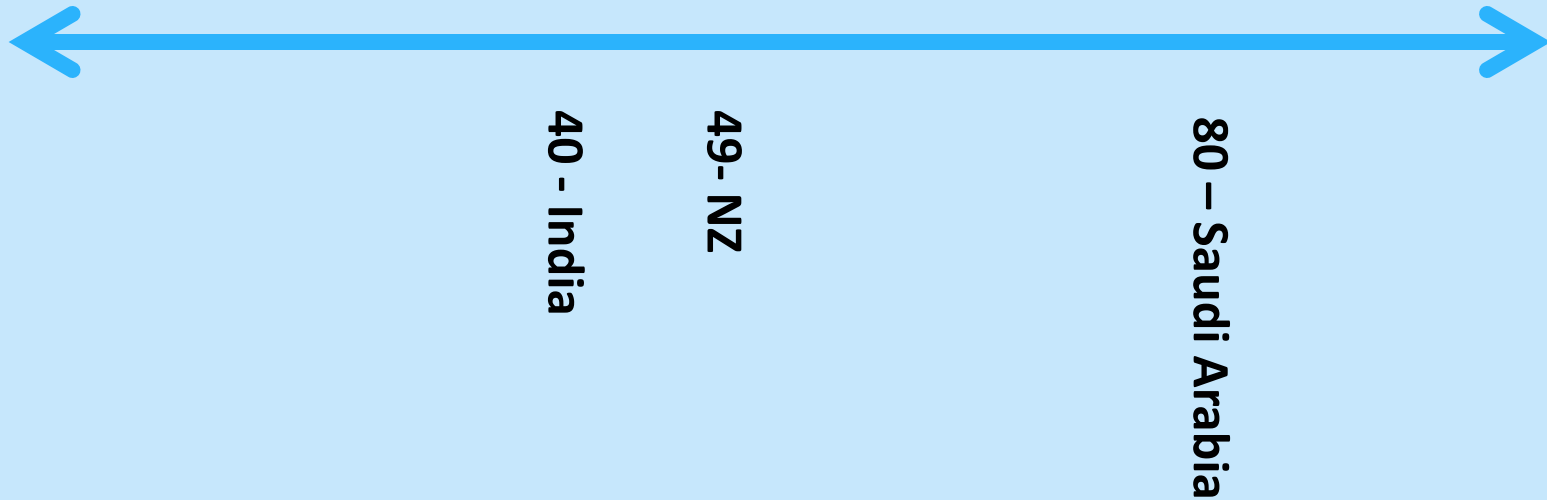
Masculinity

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



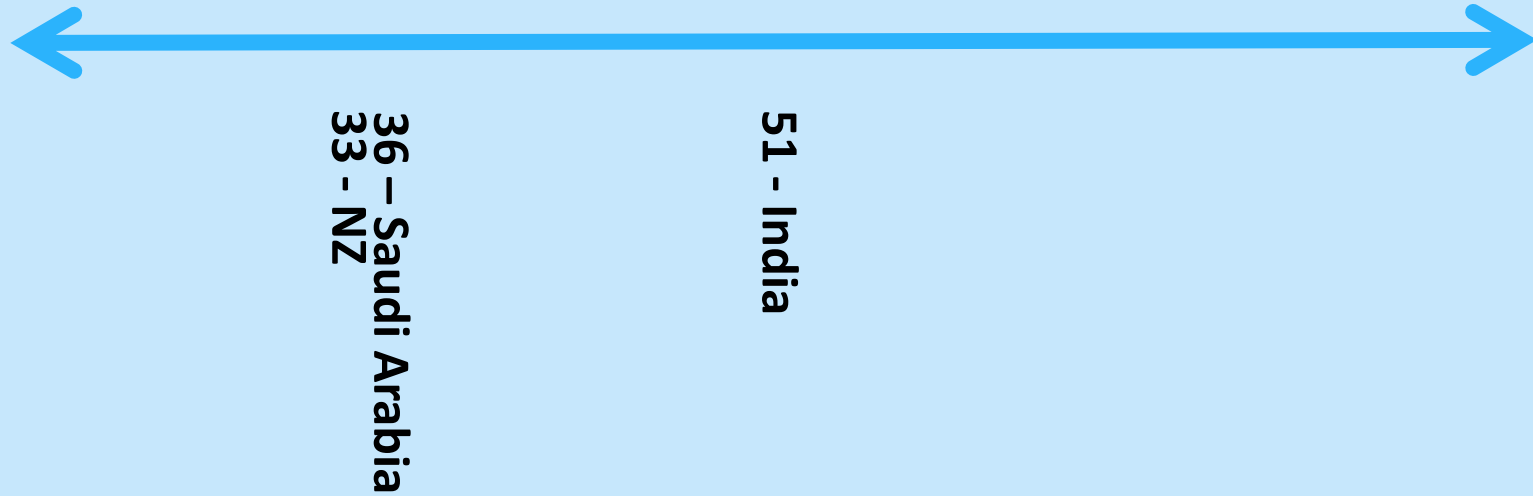
Uncertainty avoidance

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



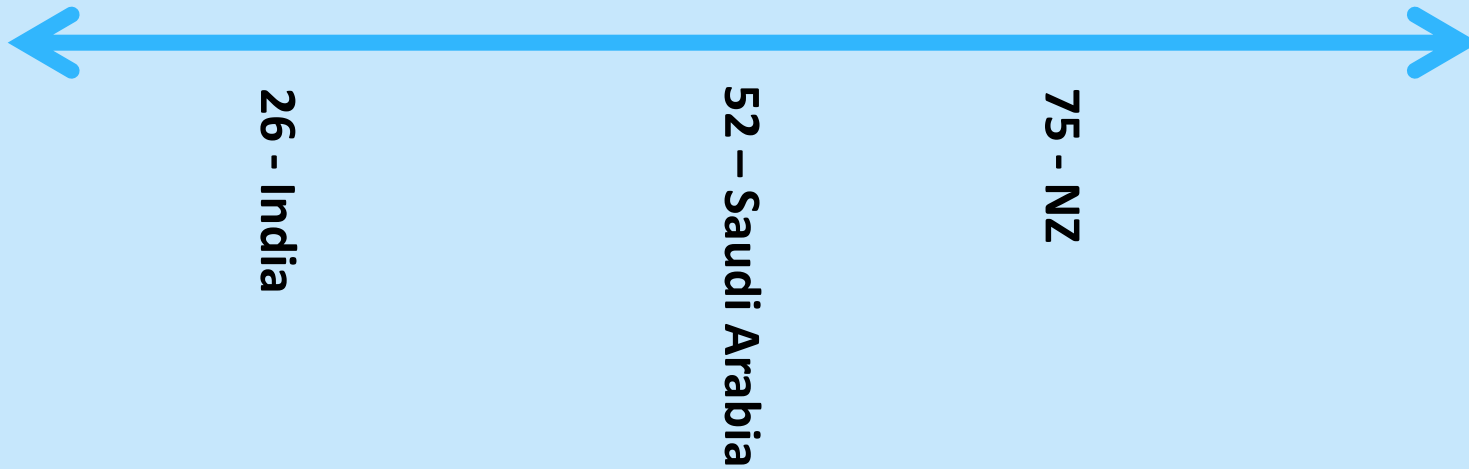
Long Term Orientation

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



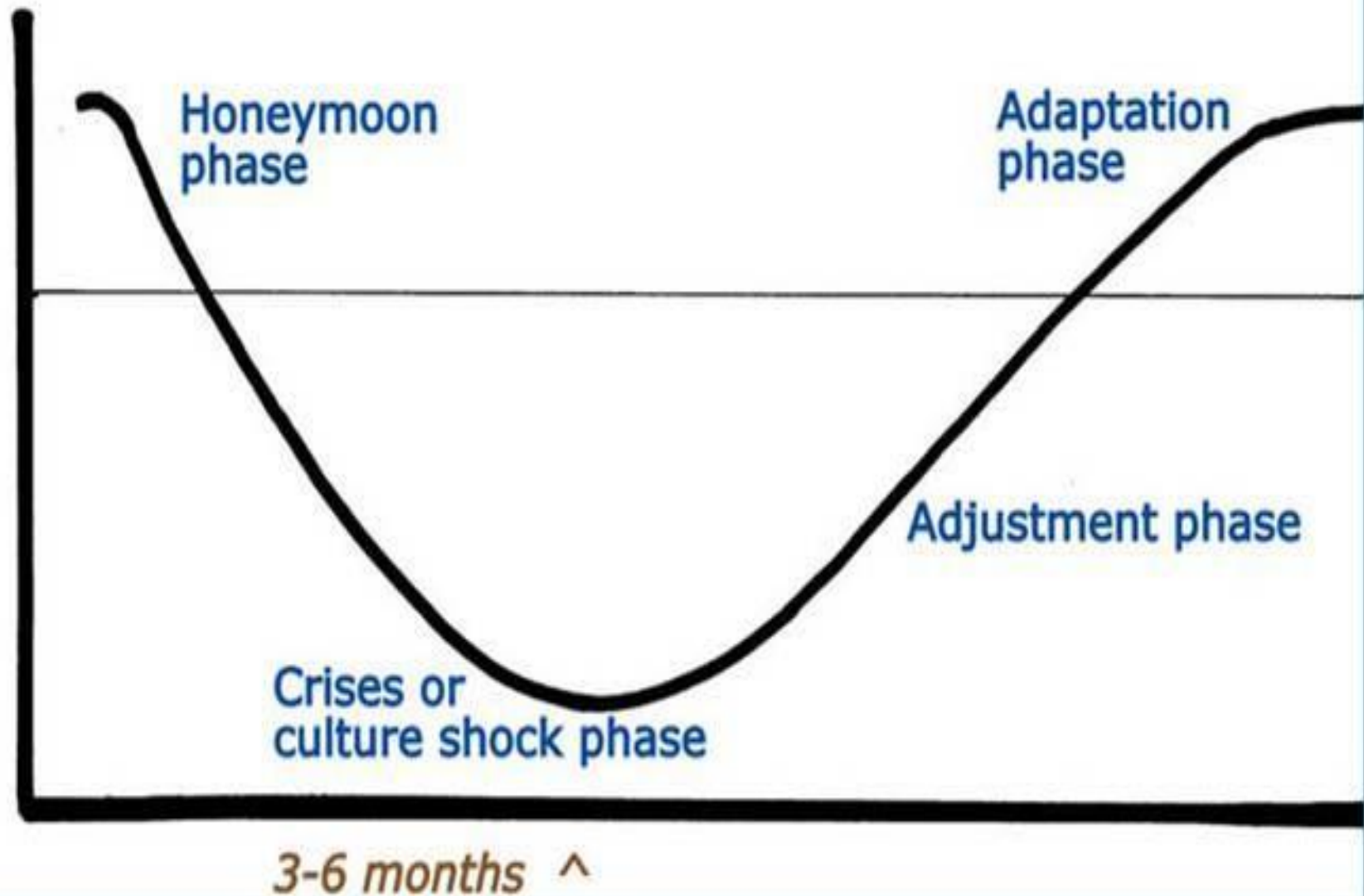
Indulgence

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



Culture Shock U curve

By Brian Hennessy



Group Work

- Break into groups of four. Each group must ensure that they have:
 - One member who was not born in NZ
 - One scribe
 - Two people to report back
- Brainstorm your ideas surrounding the following questions.
- Each person must contribute to the discussion
- As a group choose two points to share with the whole group.

How do the ideas discussed help to explain some of the International/EAL behaviours that you have noticed?



What are we currently doing to help EAL students adjust to NZ educational environment before they arrive and when they arrive in class?



What more could we do?

References

- Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. Sage Publications; Thousand Oaks, California.
- The Hofstede Centre - <http://geert-hofstede.com/countries.html>
- <http://geert-hofstede.com/new-zealand.html>

Teachers' classroom communication skills



**Speaking to
students**



**Giving
instructions**

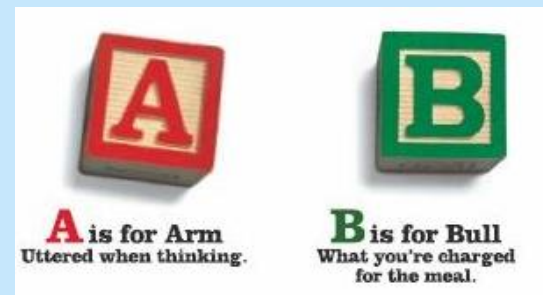


**Encouraging
participation**

**Each of these may require a different
approach with EAL students**

Challenges for EALS when listening in class

- The speed at which native speakers speak
- Linked words ('dunno', 'wanna')
- Different accents
- Incomplete sentences
- The meanings of colloquial expressions/idioms
- The meanings of 'little words' (it, they, he)
- The amount that is said, and its relevance



How can teachers speak to support EAL listening?

- **Slow down a little**
(Use pauses more)
- **But use normal contractions**
e.g. I'm, he's, my name's..
- **Avoid or explain idioms/expressions**
- **Try to use the simplest way of saying something, especially for Instructions and Explanations**
- **Plan what you will say for key parts of your lesson**



Support what you say with visuals



- Put lesson outline &/or learning outcomes on w/bd &/or slides
- Use visuals/pictures wherever possible
- Use gestures and body language
- Write up key words and phrases as you talk
- Write up instructions as simple steps
- Provide handouts before the class on Moodle
- Provide [a viewing guide](#) for videos

Giving clear task instructions

In pairs:

- 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 words 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.*

Challenges with EAL participation

Being understood

- Accent/pronunciation
- Finding the right words

Subject-related / conversational

- Putting words together in correct sentences



Conversation ‘management’ strategies

- To let others know that you want to speak, to respond, to give feedback
 - Right, you know, I mean, actually, well, anyway, OK, yes, but...

Encouraging EAL participation

- **Plan** class activities which require participation
- Give **positive** verbal and non-verbal **feedback** for participation
- Use **pair and group work** to involve EAL students in conversations and discussions with non-EAL students



Something to think about

Tell me and I'll forget.

Show me and I'll remember.

Involve me and I'll understand.

- Confucius

Encouraging EAL participation

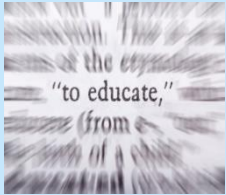
- **Pair and group work can give students confidence in their speaking**
 - Set this up so that EALs have a role
 - Do pair and group work before speaking to the whole class
 - Provide and model key words, phrases, questions for pair and group tasks
- **Monitor and manage pairs/groups as they are working**



Supporting EAL participation

- 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 EAL participation?
- [Reaching a consensus](#)





The importance of vocabulary

- Vocabulary is essential to understanding everything we read or hear
- Positive correlation between a student's vocabulary size and academic success

Hirsch, E. D. (2013, Winter). A wealth of words: The key to increasing upward mobility is expanding vocabulary.

City Journal. Retrieved from http://www.city-journal.org/2013/23_1_vocabulary.html





Strategies for learning vocabulary

How do you encourage your students to learn vocabulary themselves?

- Teacher-led / Student-led?
- Lists of words – hand outs / own exercise book / on Moodle?
- Glossary with definitions / other info about the words?
- Info about how to learn technical vocab? eg prefixes / roots / suffixes
- Use of flashcards – actual cards / mobile devices?
- Check out Howjsay.com and Quizlet





Receptive vocabulary size

- 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.](#))

Goal setting

- Choose a strategy / idea that you would like to try out with your class(es).
- Record this on a sticky note and keep it as a reminder in your workstation.

