



The Learning Centre

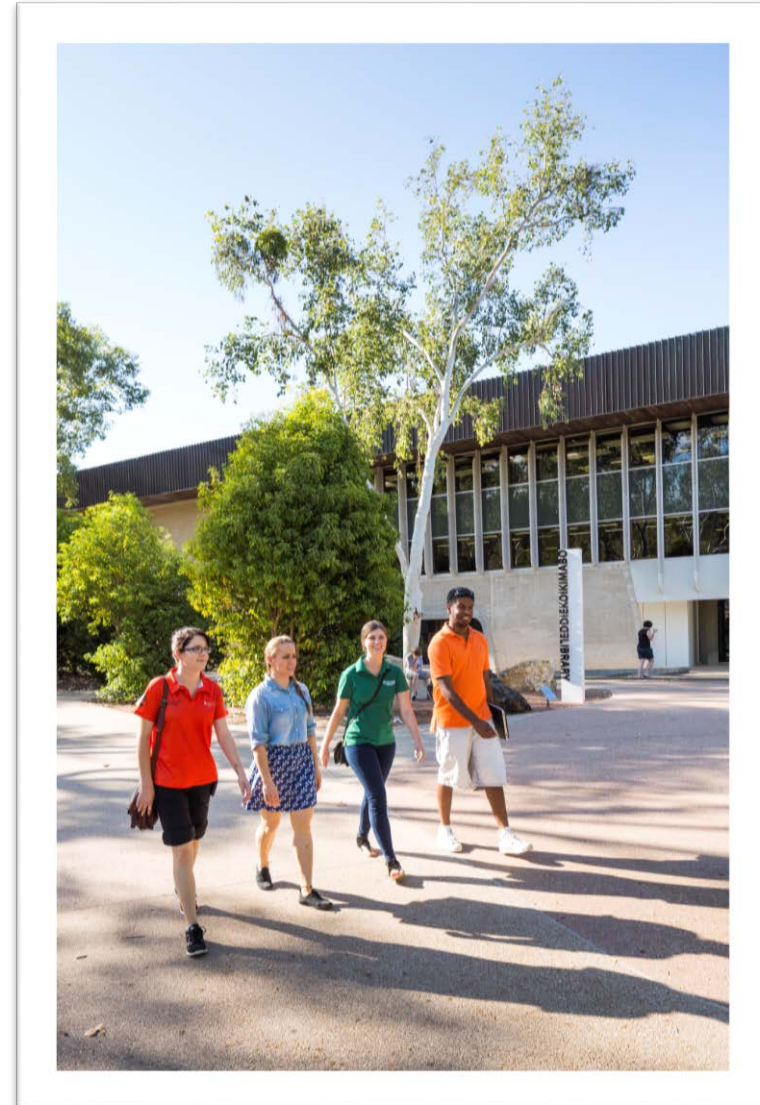
UNLOCK YOUR POTENTIAL

Strategies for Teaching: English as an Additional Language (EAL)



Content

1. Overview of EAL realities
2. Common EAL comments
3. Pre-teach, Teach, Post-teach Strategy
 - Test-Teach-Test Methodology



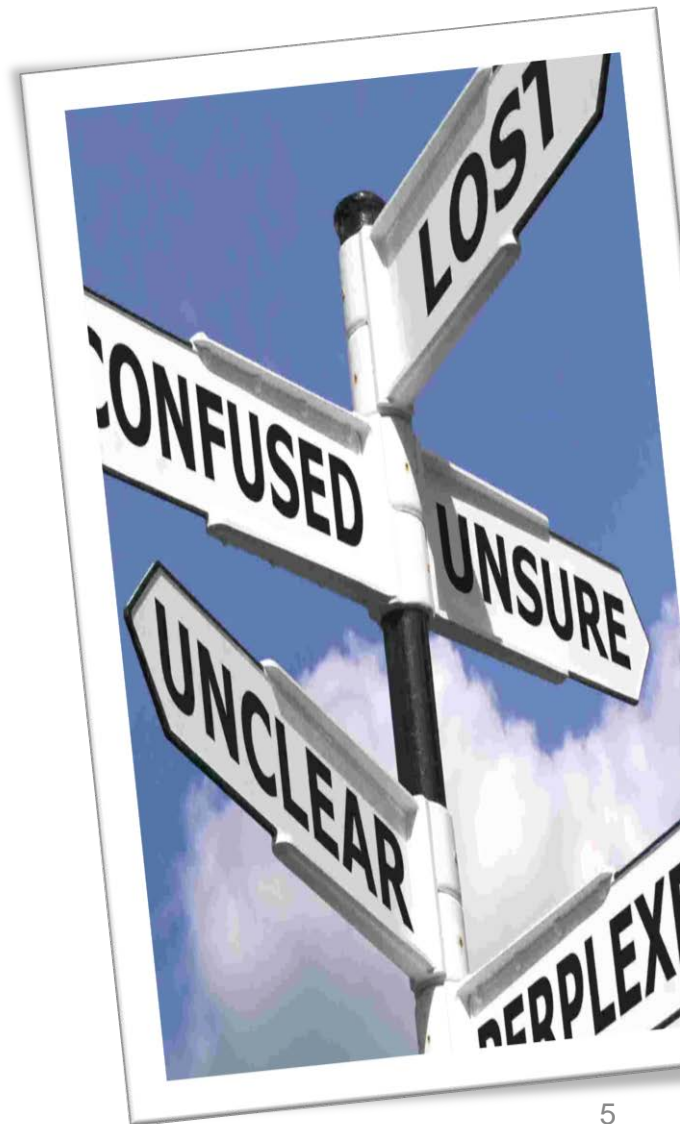
Overview

- IELTS entry requirements
- 4 Skills: Reading, Writing, Listening, Speaking
- Overall IELTS score problematic
- Writing differences
- Authority
- Logic and paragraphing
- Accents and connected speech



Common EAL Comments

- My lecturer speaks too fast! I can't understand what he is saying.
- When I take notes, she is already on a new point and I am lost.
- I have to listen to the lecture recording three or four times and I still don't understand everything.

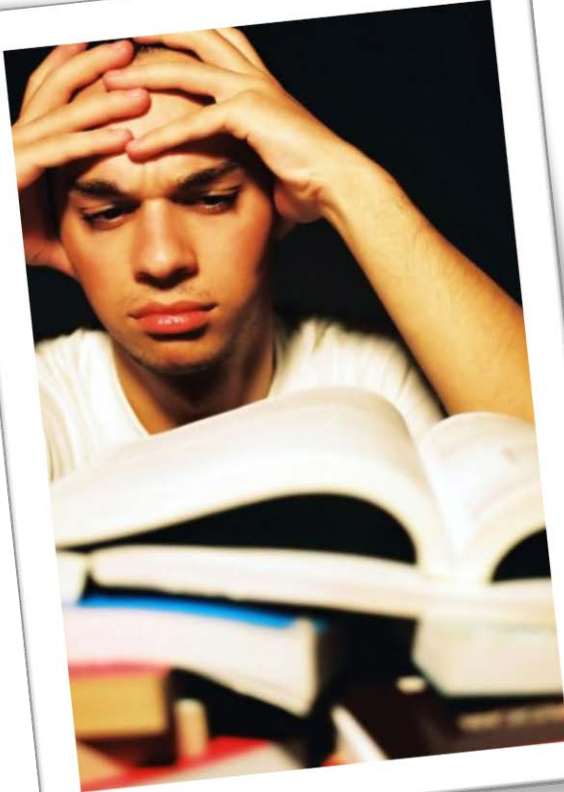


Common EAL Comments

- The lecturer doesn't put the slides up till after the lecture. I can't check the new words and concepts before the lesson!
- The tutor uses slang and I can't understand it.
- The lecturer has such a strong accent!
- What is in the lecture and the text book is different!



Common EAL Comments



- We don't do this type of assignment in my country, but the lecturer won't let me see an example. How am I supposed to know what to do?
- The lecturer didn't make the task clear, then marked me down. How could I have known?

Common EAL Comments

- I'm too scared to ask my lecturer for help.
- I asked my tutor for help but I still don't know what she was talking about.



Pre-teach, Teach, Post-teach: An EAL Strategy



Teach - Lectures

- Signposting
- Guide their listening
- Field questions
- Modulate your speech
- Bold and highlight
- Declaratives
- Dot points – *a guide only*
- Key terminology



Teach - Tutorials



- Avoid *Closed Questions* (yes/no)
- Use *Open Questions* (Wh?)
- Use the *Test-Teach-Test* Method
 - Don't assume a student has the *basics*

Test-Teach-Test

**Test - by asking a comprehension question:
“Tracey, what is adaptation?”.**

Don’t spend time rehashing, move on.

**When you ask a question that draws a
blank move to the second section Teach.**

Test-Teach-Test

Teach – Teach to the weakness, not the strength.

Ask a stronger student to explain the concept, or reiterate yourself in simple language:

“Adaptation is changing to suit an environment”.

Test-Teach-Test

Test – Ask a weaker student to explain the concept *in their own words*.

Repetition \neq *indicate internalisation or understanding*.

Test-Teach-Test

Principle: acquisition of language (or content) must follow the rule:

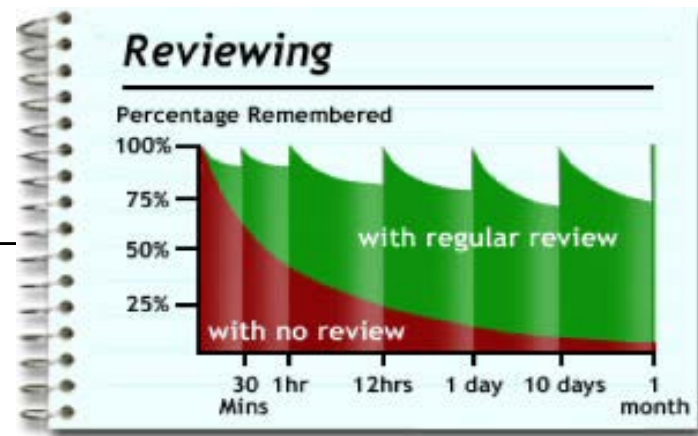
input + processing + output
(repetitively/over time)

Principle: teach to weaknesses, not strengths.

Danger: It is easier to teach to strengths as it allows the tutor to feel 'successful' and is not as intimidating as facing deficiencies.


Post-teach

- Review and solidify learning
- Rote vs understanding
- Key study questions – identify a focus
- Summary writing
- Glossary
- Immediacy of audio
- Study Buddy
- Summary



Resources

Develop Your English



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Contacts

Here, you'll find a range of resources to help you develop your English for academic purposes.

Revise essential grammar, learn how to build your academic vocabulary, check the punctuation rules and learn how you can develop your essential language skills in listening, speaking, reading and writing.

Grammar Show ▼

Vocabulary Show ▼


Punctuation Show ▼

Writing and reading Show ▼

Listening and speaking Show ▼

Additional resources Hide ▲

- Useful websites (PDF, 198 KB)
- IELTS and the Occupational English Test (OET) (PDF, 119 KB)
- Writing for your subjects (PDF, 257 KB)
- English as an Additional Language (EAL)



English as an Additional
Language (EAL)

Review

1. Overview of EAL realities

2. Common EAL comments

3. Pre-teach, Teach, Post-teach Strategy

- Test-Teach-Test Methodology

