Example strategies that teachers may use in the classroom

The majority of these approaches can be used with everyone in the class, but they are particularly important for EAL learners because they provide a rich context, additional support, opportunities for collaborative learning and exploratory talk. These are all important features of good practice in meeting the educational needs of EAL learners.

Barrier Games: are a specific form of an information gap activity. Information gap activities are communicative activities for two or more learners, where Learner A has information that Learner B needs, and vice versa.

Bilingual Dictionaries: including online bilingual dictionaries and translation software, are specialist dictionaries that can be used to translate from one language to another.

Building Vocabulary: Vocabulary (the knowledge of words and word meanings) is one of the key building blocks in learning a new language.

Collaborative Activities: are any activities where learners are working co-operatively in pairs or groups.

'DARTs': stands for Directed Activities Related to Text. When working with a text, DARTs provide an alternative to traditional comprehension questions as a way of assessing and encouraging understanding.

Dictogloss: is a type of supported dictation. The teacher reads a short, curriculum-related text several times and the learners try to produce their own version as close to the original as possible.

Drama: and role play can be fun and used successfully in any area of the curriculum. There are many ways of using drama and role play.

Flashcards: are picture cards and can be used on their own or with word cards.

Graphic Organisers: are also sometimes known as key visuals. They are not simply images, they are ways of presenting information visually.

Information gap (also known as information exchange) activities: are communicative activities for two or more learners.

Jigsaw activities: are a specific type of information gap activity that work best when used with the whole class.

Language drills: are a way of memorising a chunk of language by repeating it. They can be a very effective approach for learning new vocabulary or language structures.

Modelling: is providing learners with a written or oral model of the language that the teacher would like the learner to produce.

Reading for meaning: involves both decoding and reading for meaning. Many EAL learners are highly literate in one or more languages, but some may not have had the opportunity to learn to read in the language of their home.

Scaffolding: means providing temporary support for an inexperienced learner in order to help them to complete a task or acquire a skill, and then gradually withdrawing that support.

Speaking and writing frames: provide models of sentence construction, language structures, and vocabulary for EAL learners to use orally within a curriculum context.

Substitution tables: A substitution table is when a teacher provides a table giving model sentences with a range of choices for learners to select from, using a set pattern.

Information and Communications Technology (ICT): can be a very supportive tool for EAL learners, both for developing skills that are important, and as a complementary resource for classroom activities.

Translanguaging: is the term used to describe practices that allow and encourage EAL learners to use their full linguistic repertoire in order to empower them and help them to realise their full potential.

Visuals: provide context so that EAL learners can make sense of what is being taught in the curriculum.