






Speaking

The following strategies can be distributed to class/subject teachers to help them to support EAL learners to reach the next proficiency band. The strategies which are most effective will vary by learner and by subject. The strategies are cumulative and flexible, so once a learner reaches the next proficiency band you may want to continue to use previous strategies, or to replace them with new ones as appropriate.

Band	Strategies
Aiming for 	<ul style="list-style-type: none"> • Present images or wordless books which learners can describe and discuss • Use word/phrase banks with images • Allow extra processing time • Create opportunities for learners to speak • Address learners by name when asking them a question • Prep learner to contribute to class discussions • Pair with supportive language role models • Use mini whiteboards so learners can practise writing or draw to help express themselves • Allow learners to respond to questions with non-verbal answers, e.g. thumbs up/down • Encourage learners to share what they have learnt and what they are working on • Ensure learners have the opportunity to discuss curriculum topics in their first language with a teaching assistant or parent • Teach learners survival language • Allow learners to read to you or discuss a topic in their home language; check their fluency and cadence in their first language • Understand which sounds may be difficult for the learner to pronounce due to differences between their first language and English • Encourage learners to write words phonetically to help them with pronunciation
Aiming for 	<ul style="list-style-type: none"> • Move from concrete to abstract areas • Use mind maps • Allow learner to rehearse ideas orally • Use speaking frames • Group learners appropriately; place EAL learner with good peer role model to enhance language acquisition • Encourage learner to ask questions • Encourage learner to take part in self and peer assessment activities • Prep learners to provide answers to factual questions in class • Support learners when they answer questions and recast errors rather than draw attention to them • Allow groups of learners to discuss a topic in their first language before sharing ideas in English with the class • Create curriculum-related jigsaw reading activities to encourage learners to speak to peers in a structured form whilst listening for key information about the topic for the class • Find audio versions of books so learners can follow the written text whilst listening to intonation and stress

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Aiming for 	<ul style="list-style-type: none"> • Give learners practice at rephrasing information in their own words • Encourage self-correction in speaking • Train the learner to use spelling/language patterns to work out meaning of words from context • Discuss specific types of language use e.g. sarcasm, 'bad' language • Discuss how meaning can be conveyed through tone of voice/intonation • Point out differences between formal/informal English • Encourage learners to give opinions • Display irregular verb forms in classroom for reference • Allow learners to use online dictionaries so they can listen to the pronunciation of new words • Encourage learners to use connectives to link to previous points • Ask learners follow up questions • Use differentiated questions to give learners the opportunity to respond to curriculum content • Create opportunities for learners to speak spontaneously and with prior preparation
Aiming for 	<ul style="list-style-type: none"> • Encourage learner to speak to different people e.g. visitors to school, peers, in assembly • Include learner in debates about controversial/topical issues • Focus on areas of weakness across the curriculum e.g. technical vocabulary, specific collocations • Use an error correction code in marking so learner can review and correct their own work with guidance • Introduce learners to a range of texts by reading aloud, focusing on intonation and fluency • Focus learner on the effect of audience, context and purpose on language choices • Highlight the use of figurative and idiomatic language • Give learner opportunity to rehearse presentations to improve fluency and accuracy
Consolidation 	<ul style="list-style-type: none"> • Give learner opportunity to hear and use English in a range of formal/informal contexts e.g. debate, structured discussions • Provide further focus on academic skills • Continue to develop learner's vocabulary by building glossaries/encouraging dictionary use • Ask learners more questions which lead to them using more complex grammatical structures • Discuss English morphological and grammatical structures and how they differ from the learner's first language